DOCUMENT RESUME

ED 412 152 SO 027 658

AUTHOR	Blankenship, Glen
TITLE	Communities and Regions in Germany, Social Studies Grades 3-4
INSTITUTION	Inter Nationes, Bonn (Germany).
PUB DATE	1995-00-00
NOTE	80p.; For related documents, see SO 027 656-659, and SO 029 025-027. Audiotape, slides, and transparencies not available from EDRS.
AVAILABLE FROM	Goethe House New York, German Cultural Center, 1014 Fifth Avenue, New York, NY 10028; phone: 212-439-8700.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Area Studies; Civics; Cultural Education; Culture; Elementary Education; Foreign Countries; *Geographic Concepts; *Geography Instruction; Grade 3; Grade 4; Human Geography; Maps; Multicultural Education; Physical Geography; *Social Studies; Teaching Guides; World Geography; World History
IDENTIFIERS	*Germany

ABSTRACT

This packet is a primary/elementary instructional package targeted at grades 3-4. The lessons are presented as a travelogue, stressing basic map and globe/geography skills and presenting case studies of communities (cities/towns/villages) across Germany. The materials focus on a comparative U.S./German perspective. The lessons include: (1) "Germany in Numbers: Size, Population, and Landscape"; (2) "The German Landscape"; and (3) "Traveling through Germany." Numerous activities accompany each lesson with handouts and transparencies for use. There are 13 transparencies in this packet correlated to the lessons. The packet also includes an audiotape and 58 colored slides for viewing in the classroom. (EH)

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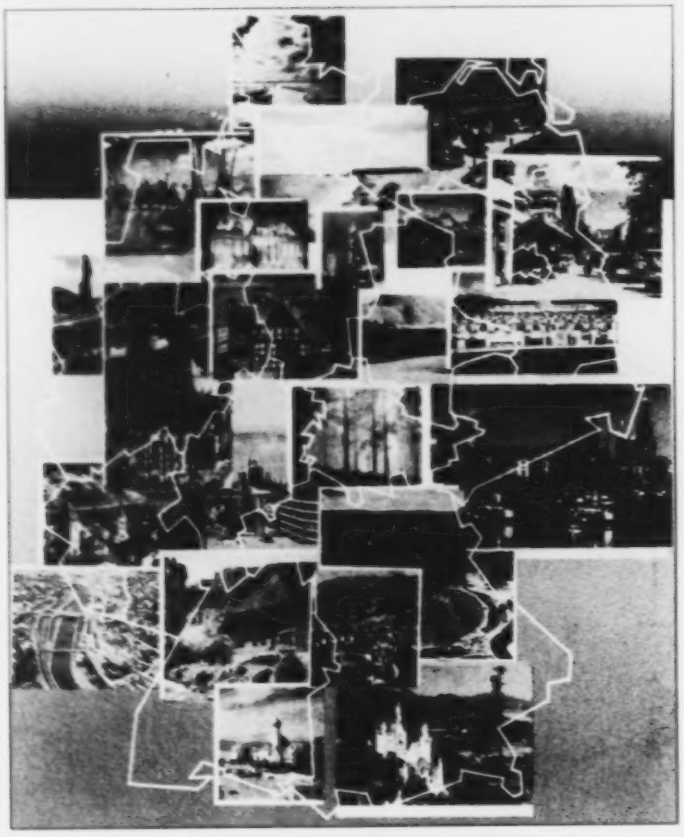
ED 412 152

COMMUNITIES AND REGIONS IN GERMANY



SOCIAL STUDIES
GRADES 3–4

SO 027 658

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Contemporary Germany

Materials for the Social Studies Classroom Description of Publications

A Kid Like Me Across the Sea is a primary/elementary instructional package targeted at grades K-3. This series of five lessons addresses the following topics: physical and cultural geography; basic needs of food, clothing and shelter; community services and community helpers; transportation and communication; political symbols; and migration of people.

Communities and Regions in Germany is an instructional package targeted at upper elementary curriculum. This instructional package, presented to students as a travelogue, stresses basic map and globe/geography skills and presents case studies of communities (cities/towns/villages) across Germany.

Overview of Germany is designed for middle school classrooms. The four les-sons in the package correlate to the typical curriculum pattern in the United States (world cultures, geography and government). The materials focus on world studies and state studies from a comparative U.S./Germany perspective.

The Geography of Germany is designed for high school classrooms. The five lessons in this instructional package relate to the "Five Themes of Geography" (Location, Place, Human-Environment Interaction, Movement, and Region) as promoted by the National Geographic Society. The lessons are designed to support the teaching of courses in World Geography, U.S. Government/Civics, and Economics from a comparative U.S./Germany perspective.

Cultural Reflections: Work, Politics and Daily Life in Germany is also designed for the high school classroom. The three lessons in this instructional kit include "The German Worker," "Government in Germany" and "Culture and Daily Life in Germany." Student activities focus on worker training and apprenticeship programs, structure of the school system, family income, leisure time activities, structure of the federal government, and social programs/health care.

Common Ground is a book of twelve lessons ideas for developing interdisciplinary activities. The suggested strategies promote communication between high school teachers of social studies as well as between high school German language teachers and elementary and middle school social studies teachers.

The materials, developed by social studies educators in the United States and published by **INTER NATIONES,** are available through:

Single copies at cost price

American Association of Teachers of German (AATG)
112 Haddontowne Court, Cherry Hill, New Jersey 08034
Telefon (609) 795-5553; Telefax (609) 795-9398

Free sets of materials for inservice training

Goethe House New York
1014 Fifth Avenue, New York, New York 10028
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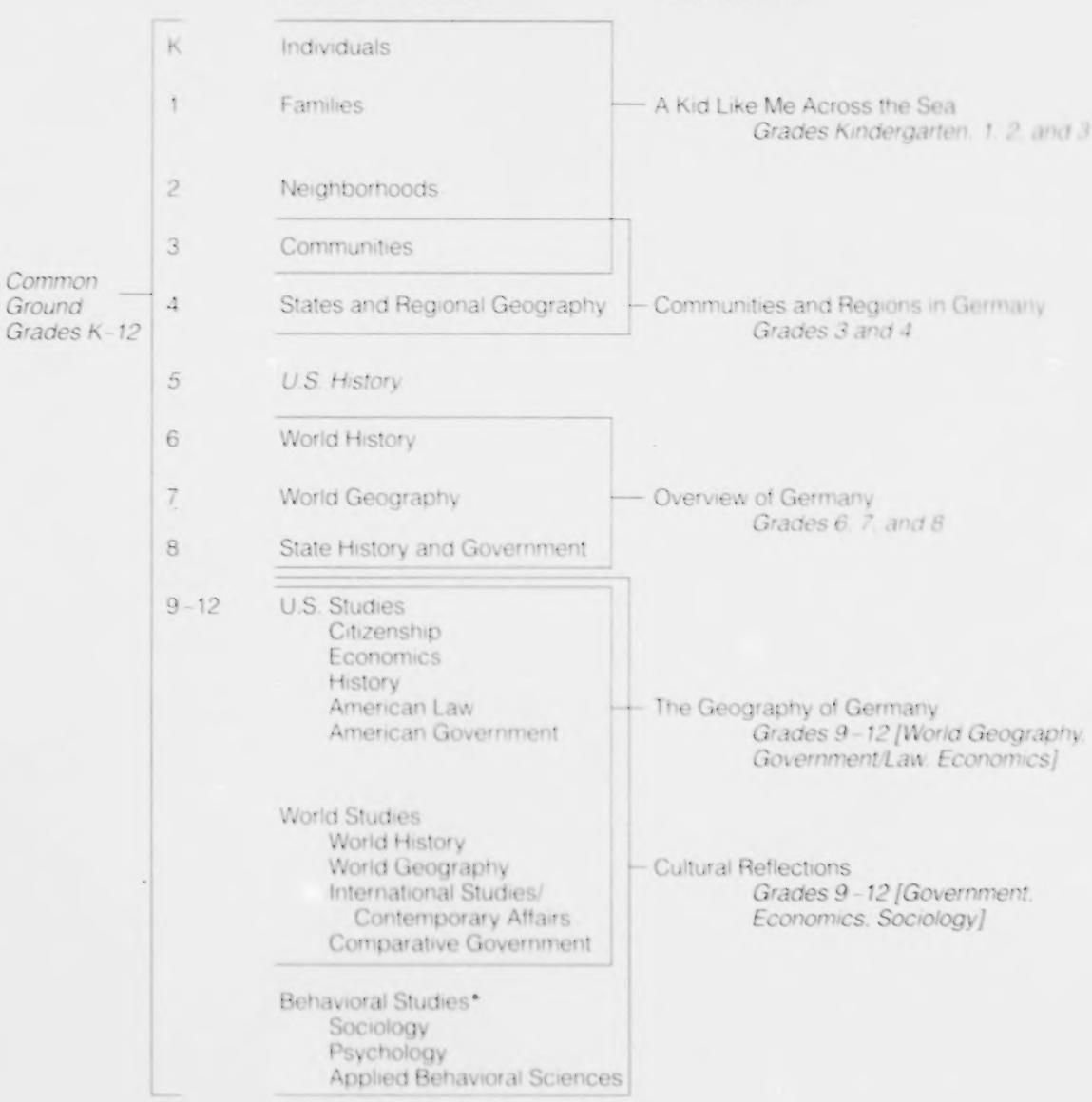
Materials for the Social Studies Classroom Scope and Sequence, K-12



INTRODUCTION

This collection of lessons was developed as a result of a study/travel program attended by a group of social studies educators from Georgia during the spring of 1993. One goal of the project was to develop and disseminate exemplary lessons for teaching elementary school children in the United States about the Federal Republic of Germany.

This document is targeted at students in grades 3 and 4. However, because of their high interest level, the lessons are easily adaptable to the abilities of middle school students. The materials are designed so that the teacher may either (1) integrate individual lessons into the existing school curriculum at appropriate places across the school year, or (2) use them as a stand-alone unit.

Lessons 1 and 2 provide students an opportunity to practice basic geography skills in a comparative Germany/United States context. Lesson 3 allows students to apply their knowledge to a visual tour of Germany. Through a "driving tour" of six states and thirteen cities, students are exposed to the variety of regional landscapes in Germany as well as many important historic and cultural sites. The topics are addressed using instructional strategies which build on existing curriculum, but provide students with an "international perspective" on a traditionally "domestic" theme.

The lessons should be adjusted by teachers to meet the needs, interests, and performance levels of students in their classrooms. Some of the lessons may be used as enrichment or remediation for selected students rather than as basic information for all students. Basic skills such as map reading, interpretation of charts and graphs, and time and chronology relationships are infused into the lessons. Teachers are encouraged to "pick and choose" from among the many activities.

Each lesson begins with an outline for teaching which includes instructional objectives, a list of needed materials, and a sequenced list of procedures for implementing the lessons. This package of materials provides the teacher with most of the materials needed for implementation. Some of the lessons contain "Teacher Resources" which are beyond the reading level of many elementary age students. This information is provided for the purpose of increasing the knowledge base of the teacher - and, the information may be shared with students by selecting from a variety of instructional strategies which are developmentally appropriate (e. g. the information from a reading may be recorded on tape for non-readers; heterogeneous cooperative learning groups may be used; a teacher-led discussion activity can provide background information needed to complete a project).

Please send suggestions for revisions to future editions of these lessons to

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L1

Lesson 1 — Germany in Numbers: Size, Population and Landscape

Lesson Objectives

The student will be able to

- identify the absolute and comparative location of Germany
- describe the size of Germany in relation to land area and population

Materials and Resources

Activity 1 – Where in the world is Germany?

- Transparency 1.1 "Germany in the World"

Activity 2 – Who are Germany's neighbors?

- Transparency 1.2 "Germany and Its Neighbors"

Activity 3 – How big is Germany?

- Transparency 1.3 "The Size of Germany"

Activity 4 – How does Germany compare in size to other places?

- Transparency 1.4 "Germany's Surface Area"

Activity 5 – How many people live in Germany?

- Transparency 1.5 "Germany's Population Density"

Activity 6 – What are Germany's largest cities?

- Transparency 1.6 "Germany's Large Cities"

Activity 7 – What is the climate like in Germany?

- Transparency 1.7 "Climate in Germany"

Activity 8 – How is the land in Germany used?

- Transparency 1.8 "Land Use in Germany"

L1

ACTIVITIES

Activity 1 – Where in the world is Germany?

Germany occupies only a small area in the Northern Hemisphere. It lies in the middle of Europe between 47° and 55° north latitude and between 6° and 15° east longitude. Distribute a copy of Transparency 1.1, "Germany in the World" and have students locate and label Germany and the latitude and longitude numbers on the map. Next, have students label the United States. Between what lines of latitude and longitude does the Unites States lie?

Activity 2 – Who are Germany's neighbors?

Germany has nine neighbors. Beginning in the north and moving clockwise: Denmark (DK), Poland (PL), Czech Republic (CZ), Austria (A), Switzerland (CH), France (F), Luxembourg (L), Belgium (B), and the Netherlands (NL). Distribute a copy of Transparency 1.2, "Germany and Its Neighbors" and have students write the names of these countries on their map. Ask "What countries border the United States?"

Activity 3 – How big is Germany?

Germany is 876 km long from north to south. At its widest point it is 604 km from west to east, at its narrowest only 67 km. Project Transparency 1.3, "The Size of Germany." Ask "How many miles long is Germany from north to south? How many miles from east to west?" (NOTE: 1 kilometer = .61 miles).

Activity 4 – How does Germany compare in size to other places?

Since unification in 1990, Germany has a land area of about 357,000 square kilometers. Two countries outside of Europe which have a similar land area are the Ivory Coast in Africa (322,000 km^2) and Japan in Asia (377,000 km^2). Project Transparency 1.4, "Germany's Surface Area" for students to examine. Ask students to use an atlas to find a list of the size of U.S. states. Which state is approximately the same size as Germany? (NOTE: Montana is 376,555 km^2; 1 square mile = 2.59 square kilometers).

Activity 5 – How many people live in Germany?

Many people live in Germany. Project Transparency 1.5, "Germany's Population Density". Germany has an average population density of 221 people/km^2, while Japan has 325 people/km^2 and the Ivory Coast 20 people/km^2. Germany also has a relatively large total population. At the end of 1990 it had a population of about 80 million. Ask "What is the population of Montana? What is the population density of Montana in km^2?" (Montana's population = 803,655; Montana's population density = 47 people/km^2.)

Activity 6 – What are Germany's largest cities?

Three cities in Germany have more than a million inhabitants: Berlin in the east has 3.4 million, Hamburg in the north has 1.6 million and Munich in the south has 1.27 million. Cologne has almost 1 million. Project a copy of Transparency 1.6, "Germany's Large Cities" and ask the following questions: "What symbol on the map represents cities of over one million? What symbol on the map represents large cities under one million? What symbol represents medium sized cities? Look at map of the United States in an atlas which shows population. What cities in the United States are over one million in population? Are there any cities this large in your state?"

Activity 7 – What is the climate like in Germany?

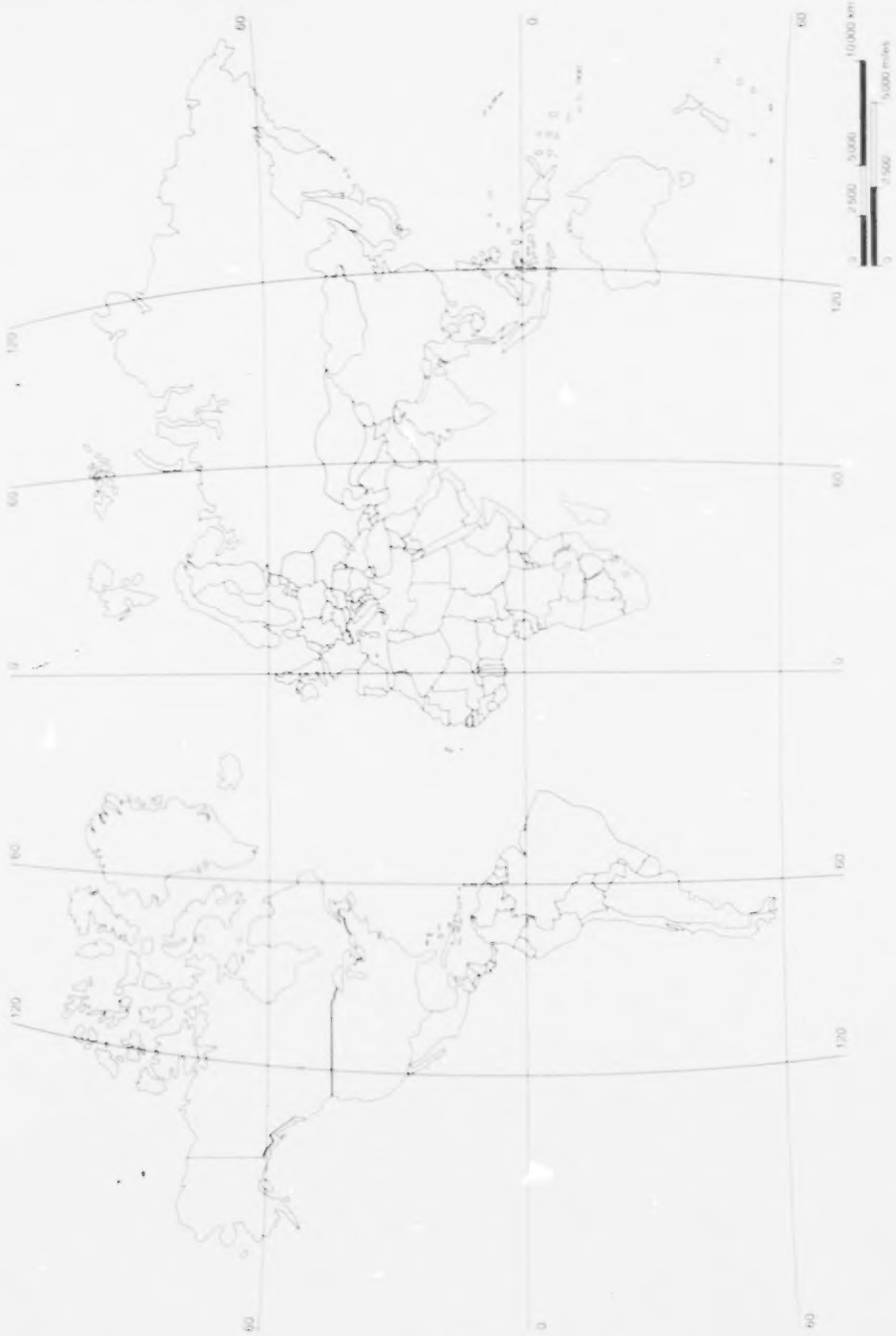
Germany lies in a climatic zone in which there are no extreme temperatures. In the summer it is not very hot, in the winter not very cold. The weather is variable, with precipitation at all times of the year. The wind comes mostly from the west. Distribute copies of Transparency 1.7, "Climate in Germany." Have students examine the data in the graphs. Which city is located in northern Germany? Which city is in southern Germany? Are the average monthly temperatures extremely different? Where were the photographs taken (snow in southern Germany; pool in northern Germany)? What is the climate like in your city/state?

L1

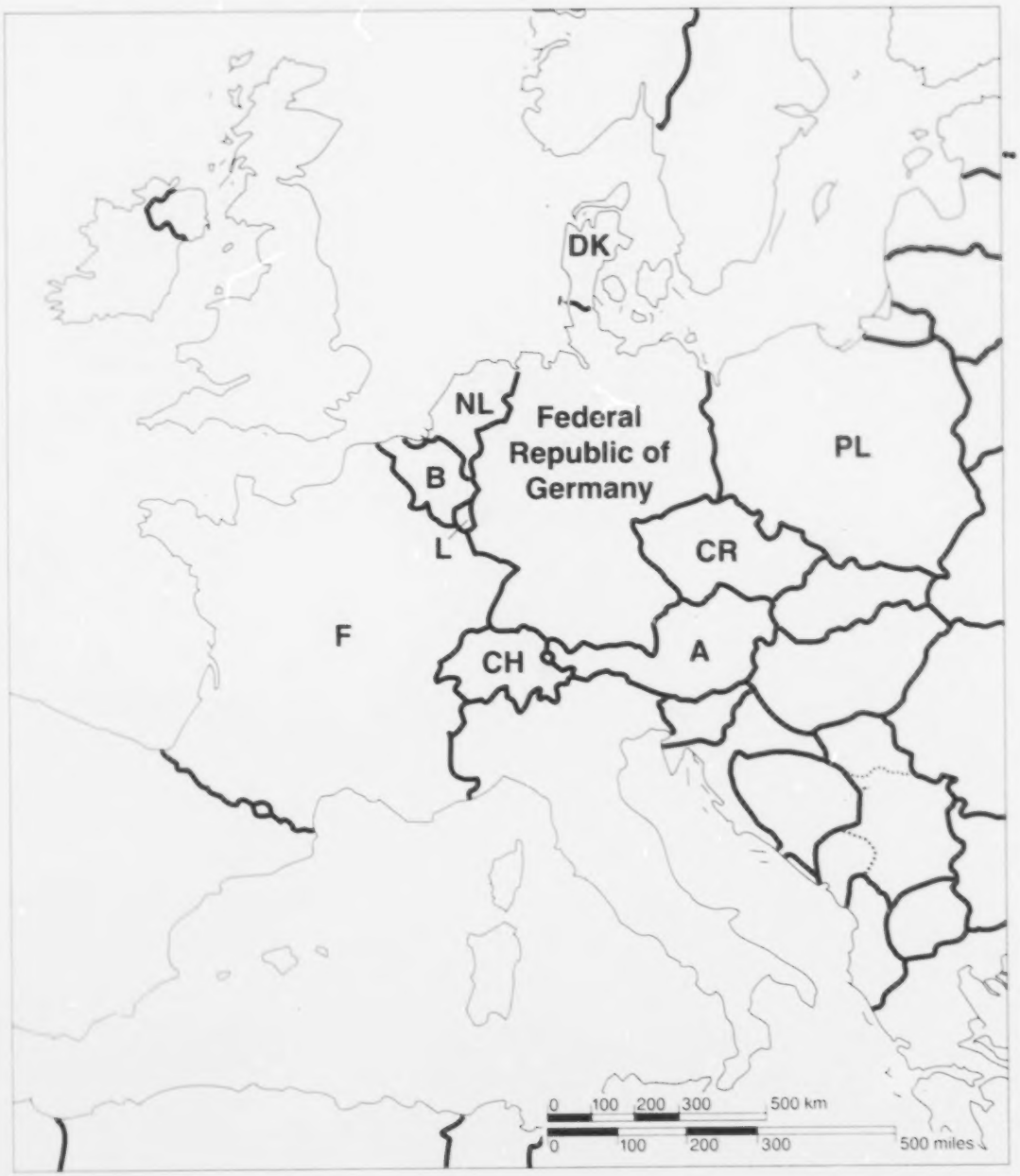
Activity 8 – How is the land in Germany used?

Project Transparency 1.8, "Land Use in Germany" and explain to students that approximately 20% of Germany's area is pastures and meadows, 30% is forests, 30% is farmland, 10% is used for houses, industrial area, streets, railway tracks, etc. Rivers and lakes compose the last 10%. On a sheet of paper, have students draw a circle graph to show how land is used in Germany.

Germany in the World



Germany and Its Neighbors



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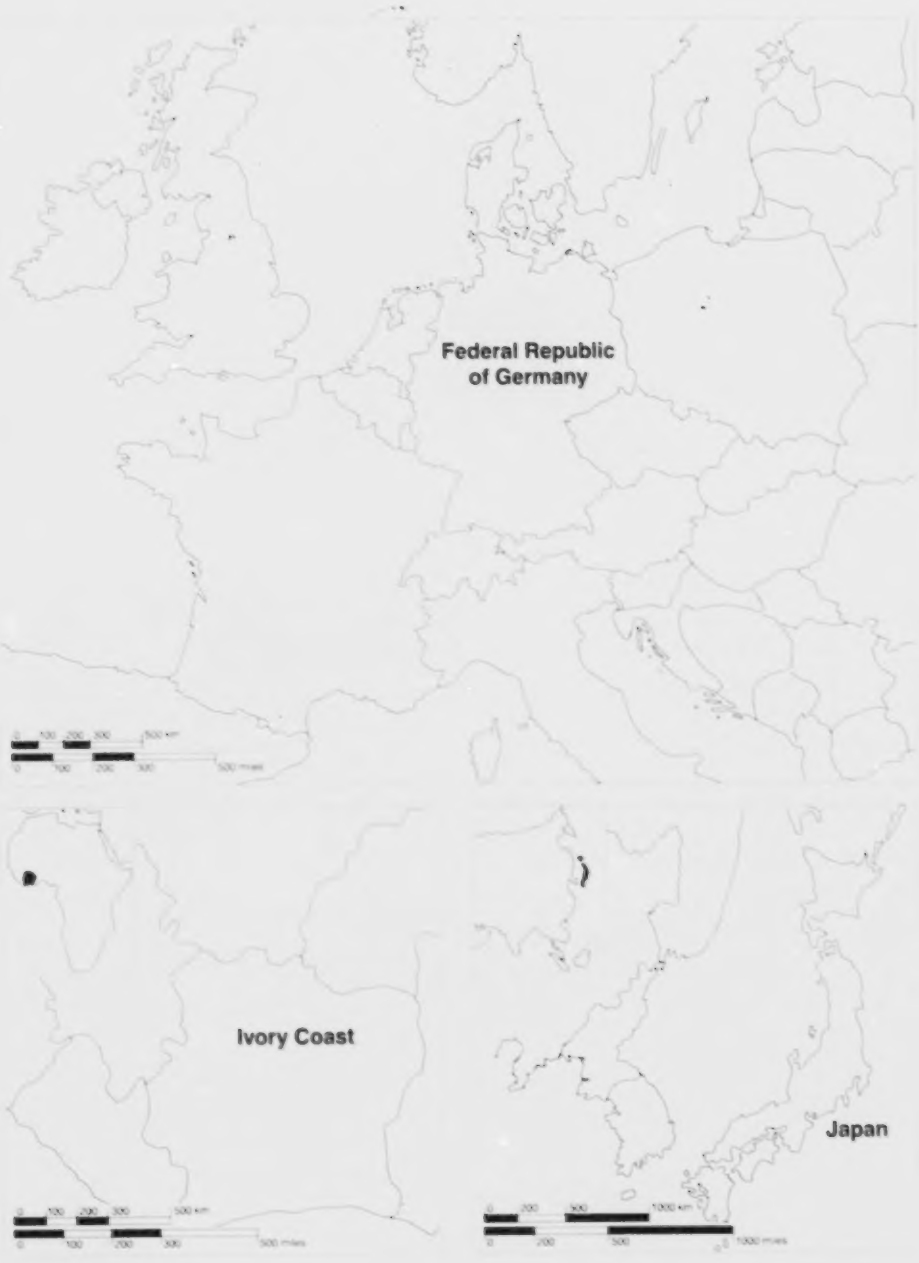
The Size of Germany

Germany's Surface Area



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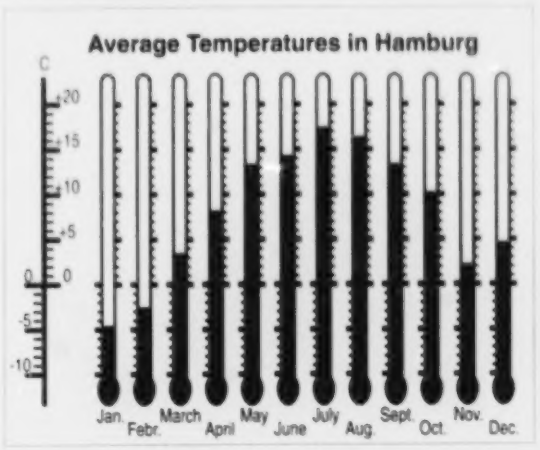
Germany's Population Density

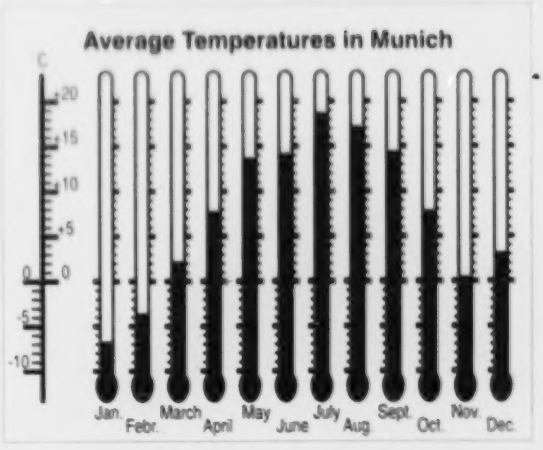
Germany's Large Cities

Climate in Germany

Snow-Covered Houses

Swimming in a Pool





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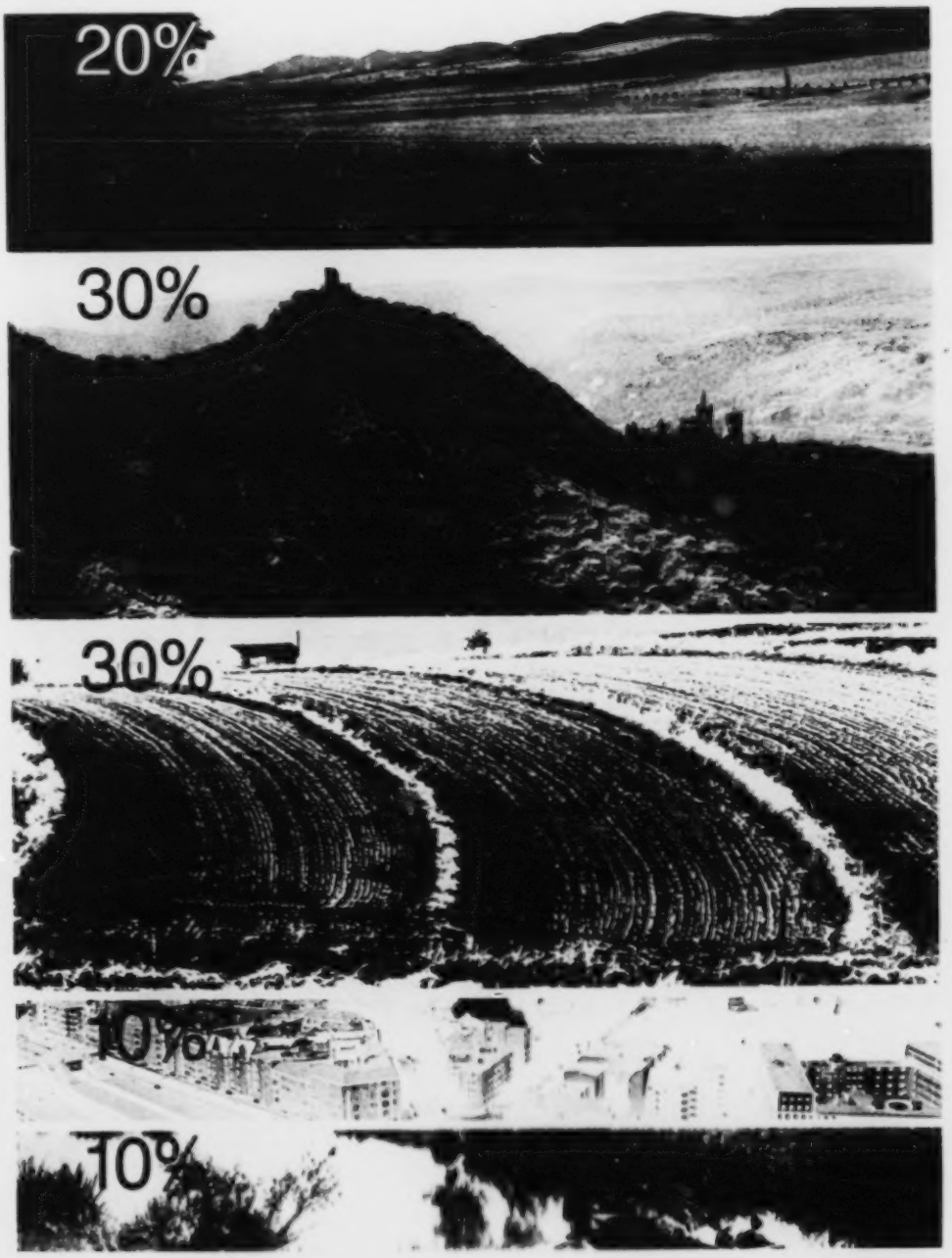
Land Use in Germany



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L2

Lesson 2 The German Landscape

Lesson Objectives

The student will be able to

- identify the absolute and comparative location of Germany.
- describe the size of Germany in relation to land area and population.

Materials and Resources

Activity 1 – What is the landscape of Germany?

- Worksheet 2.1 "The German Landscape"
- Worksheet 2.2 "The Geographic Regions of Germany"

Activity 2 – What are the major rivers and lakes in Germany?

- Worksheet 2.3 "German Lakes"
- Worksheet 2.4 "The Large Rivers and Lakes in Germany"

Activity 3 – What is the condition of the environment, especially in the former East Germany?

- Worksheet 2.5 "Causes and Effects of Environmental Pollution"
- Worksheet 2.6 "Citizens Protecting the Environment"

Activity 4 – How do Germany and the United States compare geographically?

- Worksheet 2.7 "The United States of America and the Federal Republic of Germany: A Comparison"

L2

ACTIVITIES

Activity 1 – What is the landscape of Germany?

The landscape in Germany is quite varied: a) very flat regions in the north and the islands of the west coast; b) hilly land and low mountains in the middle; c) high mountains in the south. To the north, Germany borders Denmark. In addition, the North and Baltic Seas form a natural border. On the North Sea coast the land is very flat. For this reason people have built dikes to protect the land and the people from the sea. The Baltic coast varies greatly in its formation - some very deeply cut bays (fjords), very steep coastline, and level coastline.

The North German Plain stretches from the Danish border to the cities of Cologne in the west and Cottbus in the east. A region of hills and low mountains follows after that, reaching heights of up to 1,200 meters (the Harz Mountains, Erz Mountains, the Black Forest, and the Swabian Alps). This region continues to the foothills of the Alps. The Alps begin south of the city of Munich. In the Alps is the highest mountain in Germany, the Zugspitze. It is 2,962 meters high. The Alps cover a total area of 220,000 km^2. Most of this area is not in Germany, but in France, Switzerland, Austria, and Italy. The highest mountain in Europe is Mont Blanc (4,810 meters) in the Swiss Alps.

Have students demonstrate their understanding of the regions of the landscape of Germany by cutting the photographs from Worksheet 2.1, "The German Landscape" and gluing them at the correct location on Worksheet 2.2 "The Geographic Regions of Germany."

Activity 2 – What are the major rivers and lakes in Germany?

Four large rivers flow into the North Sea: the Rhine, the Ems, the Weser, and the Elbe. The Danube flows through Europe from west to east and flows into the Black Sea. The Oder flows into the Baltic and forms a natural border with Poland in the east.

There are many lakes in Germany. The Müritz in Brandenberg has a surface area of 115 km^2. In the Federal State of Mecklenburg-Western Pomerania are located Lake Schweriner (66 km^2), Lake Plauer (38.7 km^2) and Lake Kummerower (32.9 km^2). In Schleswig-Holstein is found Greater Lake Plöner (29 km^2); in Lower Saxony is Lake Steinhuder (29 km^2). In southern Bavaria are Lake Ammer (48 km^2), Lake Starnberger (57 km^2) and Lake Chiem (82 km^2). Lake Constance lies in southern Germany. It is the largest lake in Germany and has a surface area of 538 km^2. Of this area, 305 km^2 belongs to Germany, the rest to Switzerland and Austria.

To familiarize students with lakes in Germany, have students locate the lakes pictured on Worksheet 2.3, "German Lakes" and cut and paste them at the correct location on Worksheet 2.4, "The Large Rivers and Lakes in Germany".

Activity 3 – What is the condition of the environment, especially in the former East Germany?

The environment in Germany is under heavy stress from pollution and over-use, especially in former East Germany. Cities, industrial areas, and transportation routes (roadways, highways, railroad tracks, etc.) take up a lot of land. Factories, generating plants, and cars pollute the air, water, and soil and continue to put out intensely polluting waste materials in spite of stricter government regulations. The life and health of people, animals and plants are in danger. For this reason environmental protection has become an issue of major importance.

Over 50% of the forests in Germany are no longer healthy. In many rivers and lakes, even the North and Baltic Seas, the existence of fish and plants is threatened, and the groundwater full of polluting substances. The time has come to protect the environment by all means possible.

Many citizens in Germany have come together to form environmental protection groups. They promote the passage of very strict laws to forbid the dumping of polluting substances in the air, water, and soil. Since 1986 there has been a Federal Ministry charged with the protection of the environment, protection of natural resources, and atomic reactor safety.

L2

For each of the pictures on Worksheet 2.5, "Causes and Effects of Environmental Pollution", indicate whether a "cause" of environmental pollution or an "effect" of environmental pollution is depicted.

Worksheet 2.6, "Citizens Protecting the Environment", shows the concern of many Germans about the need to protect the environment. The top picture shows a Greenpeace exhibit. The sign "Stoppt die Atomtests" means "Stop the atomic tests." The bottom picture shows a demonstration. The signs read:

Laßt den Wald nicht sterben!
Don't let the forest die!

Bäume sind wie Menschen.
Sie brauchen saubere Luft!
Trees are like people.
They need clear air.

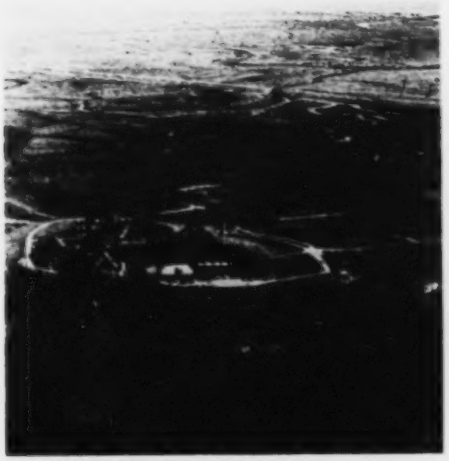
Auch der Wald hat ein Recht auf Leben.
The forest also has a right to live.

Ask students: "What groups in the United States hold similar events in support of the environment?"

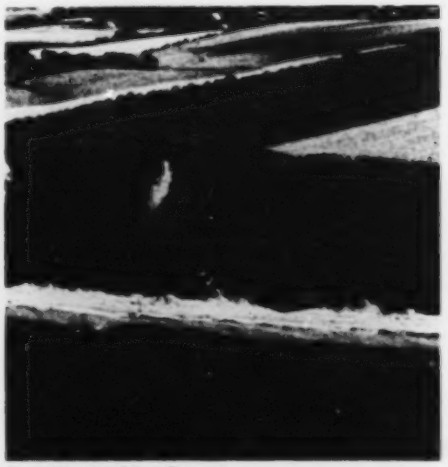
Activity 4 – How do Germany and the United States compare geographically?

To provide closure to this portion of the instructional unit, have students complete Worksheet 2.7, "The United States of America and the Federal Republic of Germany: A Comparison."

The German Landscape



The North Sea Coast



The Baltic Sea Coast

The Middle German Highlands

The Alps

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The Geographic Regions of Germany

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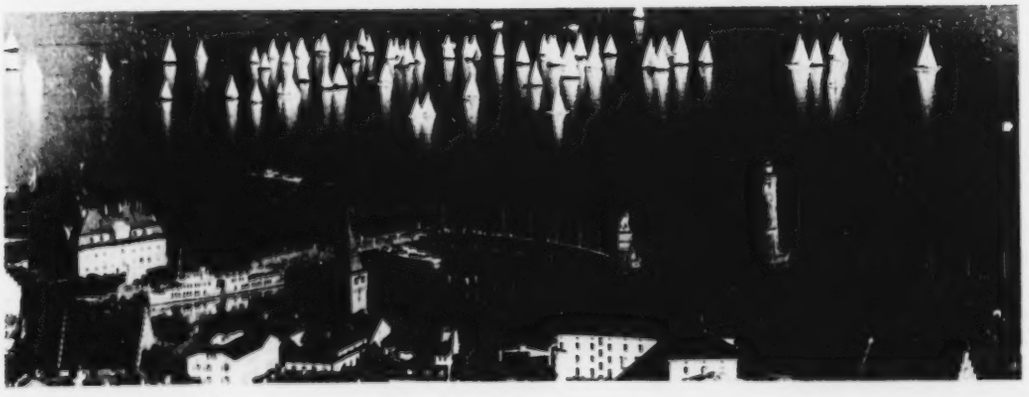
German Lakes

Lake Plöner

Lake Steinhuder

Lake Oster

Lake Chiem



Lake Constance

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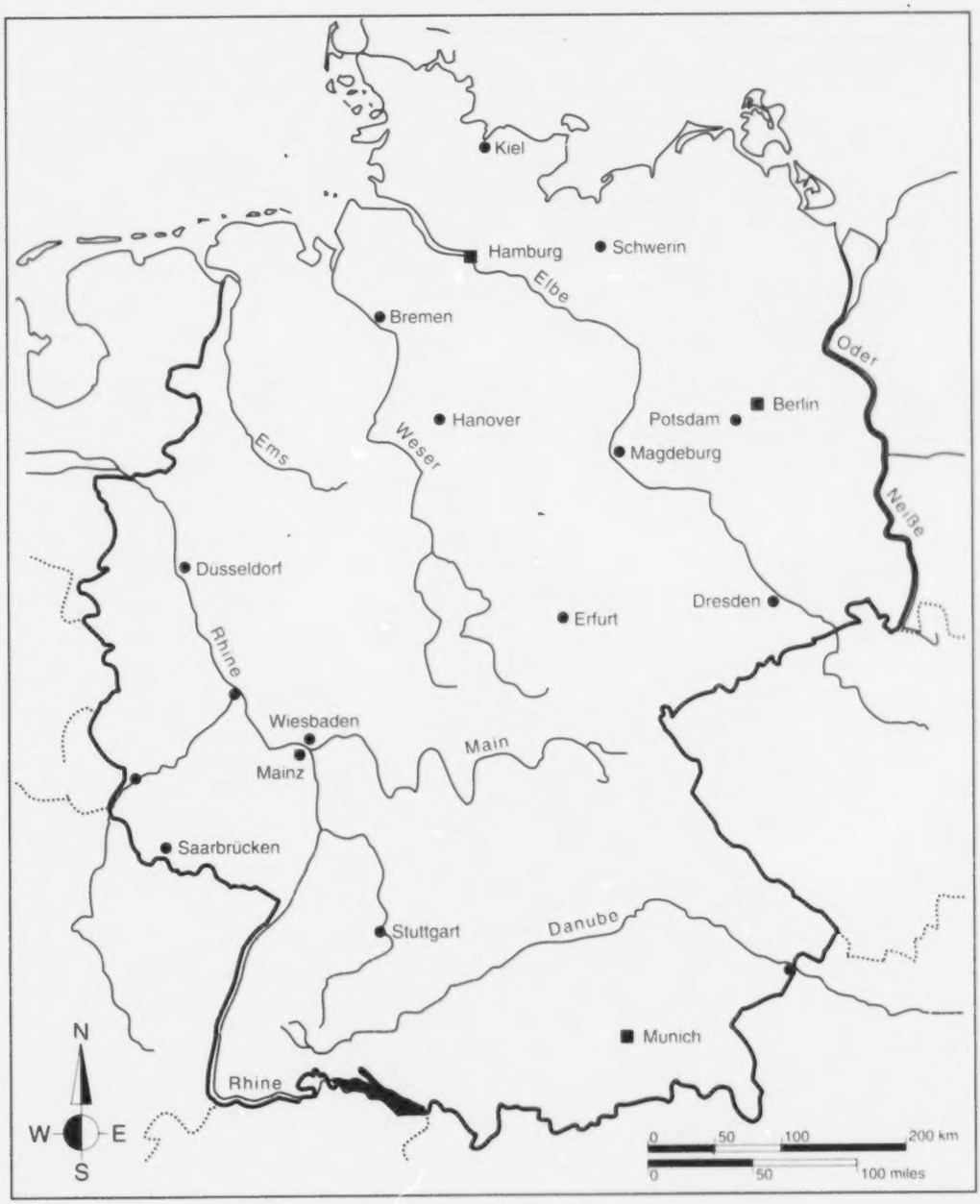
The Large Rivers and Lakes in Germany



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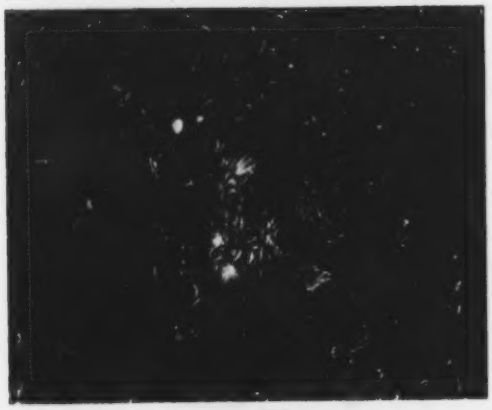
Causes and Effects of Environmental Pollution

☐ Cause ☐ Effect

☐ Cause ☐ Effect

☐ Cause ☐ Effect

☐ Cause ☐ Effect



☐ Cause ☐ Effect

☐ Cause ☐ Effect

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Citizens Protecting the Environment

Demonstrations of Environmentalists

The United States of America and the Federal Republic of Germany: A Comparison

Characteristic	USA	FRG
Number of States		
Major Rivers		
Major Mountain Ranges		
Largest Cities		

The United States of America and the Federal Republic of Germany: A Comparison

Key

Characteristic	USA	FRG
Number of States	50	16
Major Rivers	Mississippi, Colorado, Ohio, etc.	Rhine, Danube, Elbe, Oder, Ems, Weser, etc.
Major Mountain Ranges	Rockies, Appalachians, Cascades, Olympic, etc.	Alps, Harz, Erz Mountains, Black Forest, etc.
Largest Cities	New York, Los Angeles, Boston, Philadelphia, Atlanta, Washington, D.C., etc.	Berlin, Hamburg, Frankfurt, Cologne, etc.

L3

Lesson 3 Traveling through Germany

Lesson Objective

The student will be able to

- compare and contrast cities and regions across Germany in order to describe the great variation of the German states and cities.

Materials and Resources

Long-Term Project (all activities) – How do the regions and cities of Germany compare?

- Transcripts and Tapes — "Diary of My Travels Through Germany" [The Transcripts are found in the appendix]
- Worksheet 3.1 — "Traveling through Germany Map"
- Worksheet 3.2 — "Comparing Cities and States in Germany"

Activity 1 – What are some characteristics of Schleswig-Holstein (Kiel, Hamburg, Celle)?

- Worksheet 3.3 — "Germany and International Trade"

Activity 2 – What are some characteristics of North Rhine-Westphalia (Cologne, Bonn)?

- Worksheet 3.4 — "The History of Cologne Cathedral"

Activity 3 – What are some characteristics of Bavaria (Munich)?

- Teacher Resource 3.1 — "Munich/Bavarian Cuisine"

Activity 4 – What are some characteristics of Saxony (Leipzig, Dresden, Meißen, Schneeberg)?

- Reading 3.1 — "Made in Germany: Meißen Porcelain"
- Study Print 3.1 — "The Art of Meißen Porcelain"

Activity 5 – What are some characteristics of the City-State of Berlin?

- Handout 3.1 — "Time Line of the Brandenburg Gate"
- Worksheet 3.5 — "Photographs of the Brandenburg Gate"

Activity 6 – What are some characteristics of Mecklenburg-Western Pomerania (Schwerin, Mecklenburg, Rügen)?

- Teacher Resource 3.2 — "The Island of Rügen"
- Teacher Resource 3.3 — "Germany"

L3

ACTIVITIES

Long-Term Project (all activities) – How do the regions and cities of Germany compare?

The activities in this lesson provide students with a travelogue through six regions in Germany. Worksheet 3.1, "Traveling through Germany Map", and Worksheet 3.2, "Comparing Cities and States in Germany" should be used when studying all the cities in these lessons. The map provides students the opportunity to trace their travels from city to city. The chart allows students to compare features of each city and record information about their travels.

Activity 1 – What are some characteristics of Schleswig-Holstein (Kiel, Hamburg, Celle)?

Schleswig-Holstein is the connecting link between the European Union community, Scandinavia, and the Baltic countries. The most heavily traveled waterway in the world, the North Sea-Baltic Sea Canal, is located in the state.

Begin the lesson by having students locate the cities of Kiel, Hamburg and Celle on the map of Germany (Worksheet 3.1). Show the slide/tape program and then have students trace the route of their journey and record the appropriate information about the area on the comparison chart (Worksheet 3.2). Conclude the activity by having students complete Worksheet 3.3 related to trade in Germany.

Activity 2 – What are some characteristics of North Rhine-Westphalia (Cologne, Bonn)?

North Rhine-Westphalia is the most heavily populated of Germany's sixteen states (17 million people). The Ruhr Region, located in the state, is Europe's largest industrial region. Bonn, the national capital until 1991, and Cologne, with its gothic cathedral are the state's two most famous locations.

Begin the lesson by having students locate the cities of Bonn and Cologne on the map of Germany (Worksheet 3.1). Show the slide/tape program and then have students trace the route of their journey and record the appropriate information about the area on the comparison chart (Worksheet 3.2). Conclude the activity by having students complete Worksheet 3.4 related to the history of the Cologne Cathedral.

Activity 3 – What are some characteristics of Bavaria (Munich)?

The state of Bavaria is geographically the largest of all the federal states and is world famous for the Alps and their charming surroundings. The northern part of the state is more heavily industrialized than the southern part, which is characterized by its beautiful countryside and forests. When most foreigners think of Munich, Bavaria, they think of the Oktoberfest.

Begin the lesson by having students locate the city of Munich on the map of Germany (Worksheet 3.1). Show the slide/tape program and then have students trace the route of their journey and record the appropriate information about the area on the comparison chart (Worksheet 3.2). Conclude the activity by preparing a typical Bavarian meal for students. Teacher Resource 3.1, "Munich/Bavarian Cuisine" presents several menu items and recipes. While you may not be able to actually prepare these items, a discussion of the ingredients will certainly arouse student interest and comment – even among native German students who are not from the Bavarian region! Ask students to list regional differences in food in the United States. Ask "What influences such differences?"

Activity 4 – What are some characteristics of Saxony (Leipzig, Dresden, Meißen, Schneeberg)?

With a population of almost 5 million people, Saxony is the most populous of the five new German states. Saxony is a heavily industrialized state in which coal mining is particularly important. This fact also raises many difficult environmental problems. Leipzig - the old market city -, and Dresden - a city with many works of art -, are considered the cradles of the democratic movement in the former German Democratic Republic.

L3

Begin the lesson by having students locate the cities of Leipzig, Dresden, Meißen and Schneeberg on the map of Germany (Worksheet 3.1). Show the slide/tape program and then have students trace the route of their journey and record the appropriate information about the area on the comparison chart (Worksheet 3.2). Next, show students the film "White Gold: Porcelain From Meißen" which is available from:

Deutsche Welle Television
P. O. Box 50641
Washington, D.C. 20091

Summarize the film for students by reading the information in Reading 3.1, "Made in Germany: Meißen Porcelain." Study Print 3.1, "The Art of Meißen Porcelain," will provide students a better appreciation of the beauty of the "white gold." To reinforce this information, have students view selected examples of ceramic works created by artists/artisans in the United States. Have the students bring in examples of ceramic pottery used in their homes. The following activities may be undertaken by the class.

- As a group, have students design a flow chart illustrating the processes for creating and producing Meißen ceramics.
- Divide the class into two groups of students. Ask one group to identify how the Meißen factory was founded and operated prior to the unification of Germany. Ask the second group to identify how the Meißen factory operates today after the unification of Germany. Have a student spokesperson from each group present the information for comparison and discussion.
- The Meißen ceramic works are collected throughout the world for their aesthetic merit as well as for investment purposes. Give several reasons for their excellent value.
- Have the students view examples (slides, actual objects, reproductions in books and magazines) of ceramic artworks from other past and contemporary cultures. Discuss how each work reflects specific concerns and purposes of the artist(s) and the culture in which it was created. As a group, have the students develop a list of criteria for judging ceramic works as important and valuable, such as quality craftsmanship, rarity, beauty, sacred objects, and historical significance. Using the criteria, have the students evaluate several ceramic examples.

Activity 5 – What are some characteristics of the City-State of Berlin?

Berlin is often in the news because of its formerly divided status and because of the events of November 9, 1989 related to the opening of the wall. United Berlin, in which almost 4 million people live, is Germany's capital. On June 29, 1991 the German Bundestag voted in favor of moving the seat of government and parliament from Bonn to Berlin. The economic and social problems which this city has due to its former situation (being divided and an "island" within the German Democratic Republic) will probably continue to have an impact on development and growth in the future.

Begin the lesson by having students locate the city of Berlin on the map of Germany (Worksheet 3.1). Show the slide/tape program and then have students trace the route of their journey and record the appropriate information about the area on the comparison chart (Worksheet 3.2). Next, distribute Handout 3.1, "Time Line of the Brandenburg Gate" and discuss the significant events with students. Next, distribute Worksheet 3.5, "Photographs of the Brandenburg Gate" (Transparencies 3.1, 3.2, 3.3, 3.4) and have students use the information learned in the time line to determine the date on which each photograph was taken.

Activity 6 – What are some characteristics of Mecklenburg-Western Pomerania (Schwerin Mecklenburg, Rügen)?

Mecklenburg-Western Pomerania, in northeast Germany, is predominantly rural. On the coast is Rostock, a fishing and shipbuilding city. The numerous beaches attract many tourists every year.

Begin this lesson by having students locate the cities of Schwerin, Mecklenburg and the Island of Rügen on the map of Germany (Worksheet 3.1).

L3

Show the slide/tape program and then have students trace the route of their journey and record the appropriate information about the area on the comparison chart (Worksheet 3.2). Next, review with students the contents of Teacher Resource 3.2 "The Island of Rügen" which provides detailed information about this famous site.

Summary Activity/Review

Conclude this lesson by writing the names of the following German cities on index cards: Berlin, Bonn, Cologne, Dresden, Frankfurt, Hamburg, Meißen, Munich and Stuttgart. Make multiple cards of each city, enough for each student in the class to have a card. Distribute one card to each student. Point out that more than one person may have the same city. Announce to everyone that the room floor represents a map of Germany, and you would like everyone to stand approximately in the spot where their city would be located. Be sure to give cardinal directions to orient everyone to north-south for consistency. Projecting a transparency of the map of Germany (Teacher Resource 3.3) will provide help to students who do not know where to stand.

Call on different students and read them one of the following vacation scenarios. Ask the students to walk to the location on the imaginary map to the place where they would be visiting if they were:

- skiing in the Alps
- taking a boat tour of Rhine castles
- attending Oktoberfest in Munich
- visiting the chalk cliffs of Rügen
- buying ceramics at the factory in Meißen
- visiting museums in Berlin
- sailing on Lake Constance
- touring the Cologne Cathedral

Traveling Through Germany Map

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Traveling through Germany Map

L3 Long-Term Project Worksheet 3.1

Traveling through Germany Map

Comparing Cities and States in Germany Page 1

City	State	Latitude, Longitude, Coordinates	Distance traveled
Kiel			
Hamburg			
Celle			
Cologne			
Bonn			
Munich			
Leipzig			
Dresden			
Meißen			
Schneeberg			
Berlin			
Schwerin			
Mecklenburg			
Rügen			

L3 Long-Term Project Worksheet 3.2

Comparing Cities and States in Germany Page 2

Description of Landscape	Major Type of Employment	Recreation & Cultural Sites

Germany and International Trade

	1985 DM mn	1988 DM mn	1990 DM mn
Imports	505,060	481,437	573,479
Major countries of origin			
France	50,064	53,841	65,835
Netherlands	58,710	46,450	56,582
Italy	37,461	40,473	52,170
Belgium and Luxembourg	29,354	31,661	40,077
Great Britain and Northern Ireland	37,754	31,089	37,405
United States	32,501	29,161	37,220
Japan	21,274	28,852	33,000
Switzerland	17,923	21,258	24,083
Austria	16,331	20,238	24,747
Exports	582,857	607,806	680,857
Major countries of destination			
France	64,915	721,752	84,608
Italy	42,100	51,920	60,313
Great Britain and Northern Ireland	47,402	53,458	55,277
Netherlands	46,979	49,703	54,888
Belgium and Luxembourg	37,499	42,519	48,104
United States	55,778	45,880	47,007
Switzerland	29,854	34,946	38,853
Austria	28,239	32,391	37,208
Sweden	15, 854	17,180	17,077
Export Surplus	77,797	126,369	107,378

Source: Statistical Compass 1991, Federal Statistical Office, Federal Republic of Germany, p. 32.

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Germany and International Trade

The state of Schleswig-Holstein is an important center for shipping goods from Germany to other countries, and from other countries to Germany. It is the only German state bordered by two seas, the North Sea and the Baltic Sea. This has led to the state being an important naval, shipbuilding and trade center.

Use the chart on the previous page to learn more about which countries trade with Germany and then answer the questions below.

1. In 1990, what was the value of the goods Germany sent to the United States? Was this more or less than was sent in 1985?

2. Which is greater, the amount of goods Germany exports to the United States or the amount of goods Germany imports from the United States?

3. To what country does Germany send the most goods? Where is this country located in relation to Germany?

4. Does Germany import or export more goods? How much is the difference?

Overall, is this good or bad for the German economy? Why?

The History of Cologne Cathedral

Historic Cologne is the largest city on the Rhine River and the fourth largest in Germany. Famous throughout the world for its scented waters, "Eau de Cologne," the city today is a major commercial and cultural center. Perhaps Cologne is most famous for its Cathedral which stands majestically in the heart of the city and near the banks of the Rhine.

Cologne remains attached to its origins, including the Romans. It was about 50 B.C. that Julius Caesar, Emperor of Rome, assigned a German tribe called the Urbians to live on a plateau overlooking the Rhine. They became prosperous business people and the city thrived. In the year 50 A.D., Agrippina, the Cologne-born wife of Emperor Claudius, helped the settlement's continued good fortune and gave it a new name - Colonia Claudia Ara Agrippinensium. Over the years the name has been simplified to its present form.

Cologne became the "Rome of the North". The inhabitants got crystal clear water by way of a long aqueduct which brought the water from the mountains. An underground canal system for the drainage of wastewater was unbelievably modern in its design. In road making, the Romans were advanced, connecting Cologne to the far reaches of the Roman Empire.

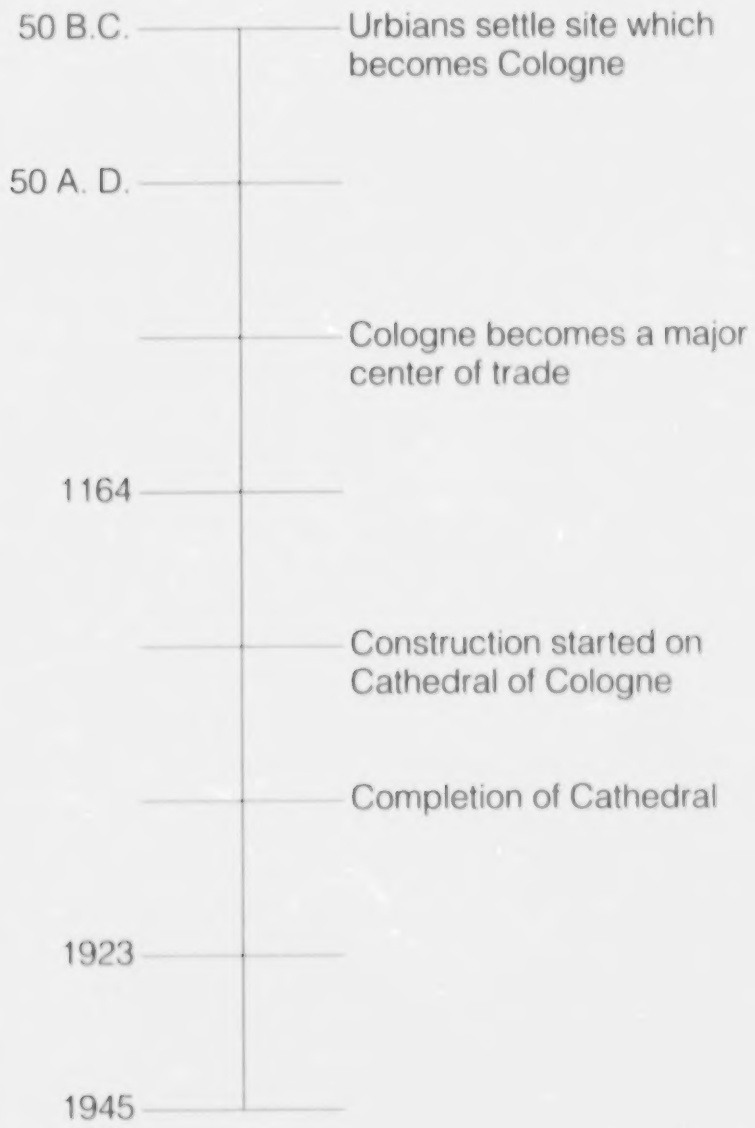
For 400 years the Romans ruled, but eventually they lost control to the Germanic Franks. By 1106 A.D., Cologne had become a major center of trade and manufacturing causing rapid growth of the population and the city. In 1164 the Archbishop of Dassel brought what was believed to be the remains of the Three Wise Men from Italy to Cologne, thus the city became a frequently visited place by religious pilgrims. On August 15, 1248, construction began on the Cathedral of Cologne. Completed over 600 years later, in 1880, the cathedral was built in the Gothic style with tall spires, arches, and elaborate stone work. Today, visitors may walk the 502 steps to the top of the south tower to admire a breathtaking view of the city.

In 1923, the heaviest swinging bell in the world was added to the south spire. During World War II, almost 90% of the city was destroyed. The cathedral, though badly damaged, was preserved.

Today, Cologne continues to be one of the most visited cities in Europe. Many fine hotels, restaurants, theaters, museums, and of course the great cathedral, draw thousands of tourists to the city each year.

The History of Cologne Cathedral

Directions: After reading the information about Cologne and its cathedral, complete the time line below by adding either the missing date or the missing event.



Munich/Bavarian Cuisine

Germans tend to think that Bavarians are capable of just about anything or, to put it another way, in Bavaria, nothing is impossible. For example, a citizen of Hamburg turns up in Munich with a severe case of hunger. He enters a restaurant in Munich and gazes at the wonders of the menu. Flustered, he reads entries such as "Schmankerl, Obatzta, Gschwollne, and Schwammerl" which he can hardly pronounce, let alone decipher. In fact, all of the items are quite tasty, on a plate even recognizable, but simply expressed in a way that every Bavarian can understand what's being offered.

For those who are not Bavarian, well, in the first place it's their own fault that they aren't, and in the second place, they can learn it. In general, Bavarian cuisine is regarded as very good and plentiful. It must be admitted, however, that with regard to the taste of the average German, some of the dishes might be regarded as adventurous - baked udder (see recipe below) is not exactly every person's fare.

Liver Dumpling Soup

Ingredients (for four servings): *4 old bread rolls, 1/8 liter of lukewarm milk, 250 gr of beef liver, 1 onion, 1 bunch of parsley, leek, 30 gr of butter, 2 eggs, majoram, pepper and salt, 1 liter of broth.*

Preparation: Cut up the bread rolls into small pieces and pour the milk over them. Pass the liver through a meat grinder. Finely dice the onion and the parsley and braise them in butter. Knead all of the ingredients into a dough, seasoned to taste with majoram, pepper and salt. Form the dough into four large dumplings and allow to simmer in the meat broth for about 20 minutes.

Serve in soup dishes, garnished with the leek.

After starting out at that easier level, you may be ready for the first real lesson in Bavarian for real eaters: "Schmankerl" is an untranslatable term for a variety of tasty tidbits which can be consumed at any time of the day, except at the fixed mealtimes for breakfast, lunch and dinner. One particularly exquisite Schmankerl, however cannot be eaten at any time: "Weißwürste" (white sausages) as they used to be called (and still are by the more traditionally-minded) should not be consumed after midday.

Baked Udder

In Bavaria you can get boiled udder just about anywhere, which makes the task somewhat easier. Elsewhere, you just may have to cook it yourself: wash and then soak the udder thoroughly. Then place in a large pot of saltwater with typical soup vegetables and boil for two hours! Then the udder has to cool down in the broth.

Ingredients (for four servings): *500 gr = 4 slices of boiled udder, pepper and salt, 2 tbs of flour, 1 egg, 4 tbs of bread crumbs, butter, 1 lemon.*

Preparation: Salt and pepper the udder slices, bread them in the flour, egg and bread crumbs and then bake them in a pan until golden brown.
Serving: Quarter the lemon and use to garnish the individual plates. A potato-cucumber salad goes well with the baked udder.

For those still with us, there's a true delicacy in store: the Bavarian version of "roulade," which might well be the only genuine national German dish (everything else is also known and served elsewhere). It's called "Kalbsvögerl," which translated literally would be something like "Little Calf's Bird", though it has nothing to do with fowl of any kind.

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Munich/Bavarian Cuisine

White Sausages

As they involve more work, this recipe is based on **Ingredients** for 20 persons: *3,000 gr of calf's sweetbread, 1.5 liters of ice water, 70 gr of salt, 250 gr of pork fat, 500 gr of boiled calfs head, 1 large onion, 3 bunches of parsley, 4 gr of white pepper, 2 gr of nutmeg blossom, 1 pinch of clove powder, 4 gr of grated lemon peel, 6 meters of pork intestines.*

Preparation: Have your butcher put the calf's sweetbread through a meat grinder. At home, work it down to a paste with water and salt; in order to simplify the job, do this with small portions at a time. Put the finished "dough" into the refrigerator and allow to steep for 36 hours. After one-and-a-half days you can now put the pork fat, calf's head, onion and parsley through the grinder, three times, and then combine this in a blender with the herbs, spices and calf's sweetbread. After it has all been thoroughly mixed together, fill the mixture into the pig's intestine (available from the butcher or from specialized shops) - a funnel is a great aid at this point. To make the individual sausages, twist the intestine at suitable intervals - do *not* tie it off! White sausages taste best if they are now cooked immediately: steep them for 20 minutes in water heated to 90 °C.
Serve with sweet mustard.

Innards are a specialty of Bavaria (as you may have noticed above!) Hardly any other region offers so many different recipes for entrails and organs. That's also why so many non-Bavarians ask carefully about the ingredients of any local dish before consuming it. So who is up to udder?

Kalbsvögerl

Ingredients (for four servings): *4 large veal cutlets, 350 gr of calf marrowbone, 2 scallions, 15 gr of dried morels, 1/4 liter of sour cream, thyme, grated lemon peel, salt and pepper, 40 gr of butter, 1/8 liter of meat broth, 1/8 liter of sweet cream, 1 egg yolk.*

Preparation: Soak and chop up the dried morels according to package instructions. Remove marrow from bones, chop into pieces and heat in a pan. Finely chopped scallions should be braised in the marrow, then add half of the sour cream. Add thyme, lemon peel, salt and pepper to taste. Spread the finished "paste" onto the cutlets. Then roll the cutlets up and cinch them with toothpicks (they can also be tied into rolls with thread, but don't forget to remove the threads later).

Fry the Kalbsvögerl on all sides in hot butter, add the meat broth to the pan and place the pan in an oven preheated to 175° C. Bake for 45 minutes, during which the Kalbsvögerl should be repeatedly basted with the sauce.

Remove from the oven and keep warm. Now you can finish the sauce: blend the egg yolk together with the sweet cream, and mix this with the rest of the sour cream. Heat up this sauce; if it's too thin, cook it down a bit.

PS: You're now an expert with a few genuine Bavarian recipes, but you still don't know what some of those terms back at the beginning mean. "Obatzta" is a cheese kneaded like clay. "Geschwollne" are naked "Bratwurst", that is, calf's sweetbread sausages without a skin. "Schwammerl" are plain and simple mushrooms.

adapted from: Munich/Bavarian Cuisine, Focus on Germany, July/August 1990, p. 13.

Made in Germany: Meißen Porcelain

The Düsseldorf auction room was filled with hushed anticipation, a nervous hum. A large collection of Meißen porcelain was up for auction that day, and I had come to bid for lot number 520, a "Cupid With Two Burning Hearts." I stubbornly held my hand aloft until the other bidders had retracted theirs. "Burning Hearts" was expensive, but for a lesson on love and a footnote to history, the price was relatively low, while the crossed swords on the base meant an investment in "white gold."

"Je mets le calme" is inscribed comfortingly on the pedestal of this first figurine that I acquired in 1987 - an ironic promise in light of the passion it provoked, but one that would no doubt please Michel Victor Acier, the French artist who modeled this figure in 1785. He came to Meißen from Paris and created an entire series of figures with similar themes: devilish putti comforting, separating, punishing the love-sick heart. In retrospect, they seem fitting symbols of the ancient, traumatic history of porcelain, which stretches back to the 7th century T'ang Dynasty in China. Marco Polo was the first to bring Asian porcelain to Europe in the 13th century, sparking curiosity and seemingly insatiable desire in European courts, where ever-increasing quantities were imported to fill princely collections of chinoiseries.

As the desire for porcelain grew, so did the need to become independent of East Asian imports. By the mid-17th century, the search for a European porcelain had reached fever pitch. Attempt after attempt at re-inventing the formula for "china" had produced the Medici Porcelain in Florence (1575), St. Cloud soft-paste porcelain (1683) and, of course, Delft faience, but none could be compared with the hard-past "kaolin" porcelain still waiting to be discovered.

The inventive spirit was strongly present at the Dresden court of the Prince of Samony and King of Poland, August the Strong, who had been bitten badly by the porcelain "bug." At August's insistence, the Saxon physicist Ehrenfeld Walter, Ritter von Tschirnhaus, had traveled the length and breath of Europe in the hope of tracking down the arcanum of porcelain. After a great deal of experimentation, Tschirnhaus did succeed in using a mirror to melt ground minerals together, but he was still far from producing porcelain.

> "For gold in Phisik is a cordial,
>
> Therefore he loved gold in special."
>
> THE CANTERBURY TALES

Chaucer, had he lived 300 years later, might well have written something similar about Friedrich I of Prussia, whose coffers were empty by the end of the 17th century. In hopes of restoring his fortunes, the Prussion king issued a warrant in 1701 for the arrest of the alchemist Johann Friedrich Böttger, who had boasted in youthful self-confidence that he was able to make gold. Rumor had even spread that he had befriended a wandering monk and wizard who presented him with the philosopher's stone, the substance alleged to transform base metals into gold. To save his reputation and his neck (the punishment for charlatan alchemists was death), Böttger escaped to Saxony and threw himself on the mercy of August the Strong. Far from extraditing his poor captive, August saw Böttger as rescuing angel.

The alchemist was promptly imprisoned in Dresden's "Goldhause" where his attempts at producing gold from Saxony's abundant resources of tin and silver repeatedly failed. Yet the king did not lose faith in his abilities and had him transferred to a secret laboratory in a damp, deserted fortress at Meissen, where his experiments were to be supervised by none other than Ritter von Tschirnhaus. The physicist soon recognized Böttger's brilliance and began to assist him. If Böttger could not turn tin into gold, perhaps "white gold" would suffice. Saxony, after all, was also rich in kaolin. It was probably Tschirnhaus's encouragement which ultimately led the unhappy Böttger to his first successful experi-

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Made in Germany: Meißen Porcelain

ments with red porcelain, the so-called "Böttger Stoneware." At Christmas, 1709, the alchemist was finally able to present the king with a bowl of white-glazed porcelain and the following, loosely translated lines:

> For golden fruits so great
>
> the King's desire,
>
> Yet this weak hand has
>
> not these to offer.
>
> In their stead, mere crystals
>
> of porphyry and borax,
>
> My heart placed humbly in a
>
> porcelain shell,
>
> And here laid, as offerings both,
>
> before the Royal Throne.

In possession of the ancient East Asian secret - indeed, in possession of the formula for a much harder porcelain - the exuberant August the Strong founded the Royal Porcelain Manufactory of Dresden, which was established in the Albrechtsburg in Meissen and opened on June 6, 1710. This enormous Gothic castle, built for Duke Albert of Saxony, was part of a complex of buildings on a mountain and hence easy to guard. It could only be reached by a single bridge, and therefore the arcanum, shrouded with secrecy, seemed safe.

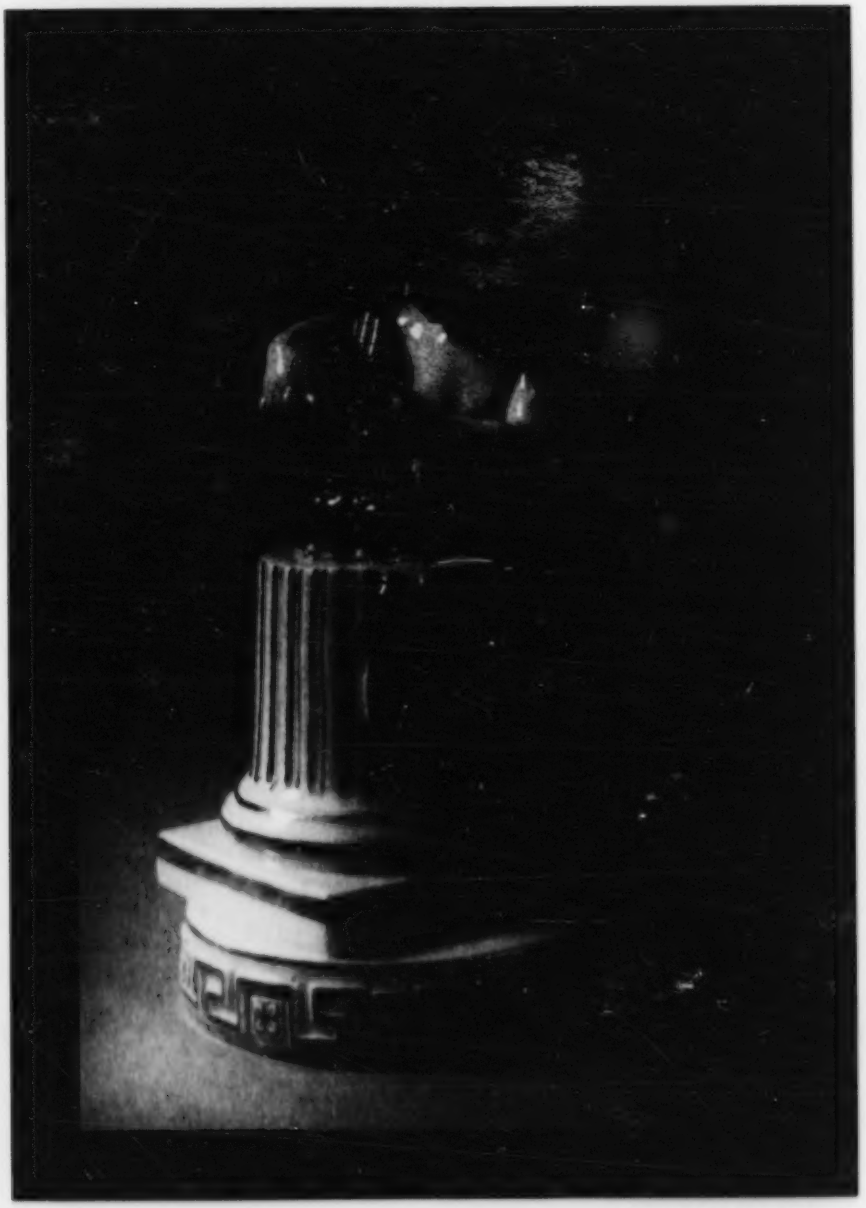
In 1710, it was unthinkable that the factory could be open to the public. It would have been a nightmare for poor August to imagine that two centuries later his manufactory would welcome 500,000 visitors a year to its "Schauhalle" and demonstration workshops. [Over the next 250 years, the fame and perfection of Meißen porcelain grew. The designs were complex and ornate and changed with the times.]

After the Second World War, in the newly-formed German Democratic Republic, designs were simple, their decoration highly stylized. In 1960, an "Artistic Development Team" was formed with the daunting task of creating contemporary designs against a background of more than two centuries of porcelain traditions. The results have varied from large, highly individualistic, abstract sculptures and wall pieces, to a clown series reflecting the humour of Kaendler's celebrated "Monkey Band."

Today Meißen is adjusting to the changes brought about by the fall of the Berlin Wall and struggling with the economic problems of the 1990s. It has responded to the new spirit of austerity with a relatively inexpensive white service, "Large Cut-out Relief," designed by Ludwig Zepner. And a next-generation "Artistic Development Team" has been founded, with the mandate to carry Meißen porcelain art through the "no-trend" nineties and into a new century of achievement.

excerpted from: Stephen Cone Weeks, "Made in Germany: Meißen Porcelain." In: German-American Cultural Review. Spring 1994, pp. 64-67.

The Art of Meißen Porcelain



Cupid with Two Burning Hearts, modeled by Michael Victor Acier in 1780

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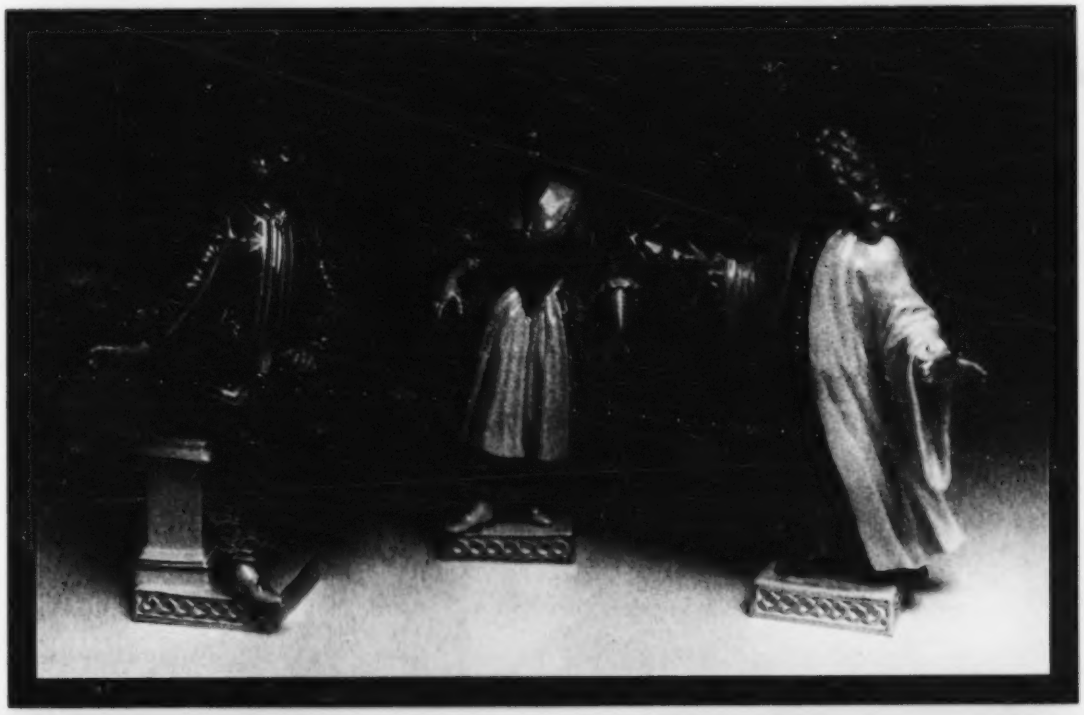
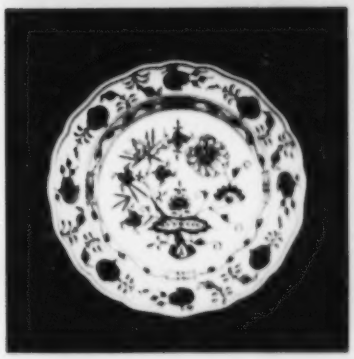
The Art of Meißen Porcelain

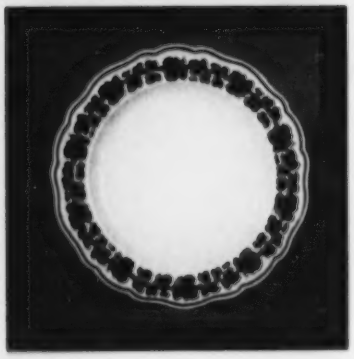




Commedia dell'arte figures: Harlekino, Ortolana, Advocato, 1771–72

Meißen's popular "onion pattern," based on a traditional Chinese design

Love Trapped, modeled by Heinrich Schwabe in 1879



Grape-leaf decor, designed by J. S. Arnhold in 1817

Photos: Meißen Porcelain Manufactory

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Time Line of the Brandenburg Gate

1788–1791	the Brandenburg Gate is built as a copy of the Propylaea in Athens; originally called the *Friedenstor* (Peace Gate) and is now the only city gate in Berlin left from the 14 which once existed
1794	the quadriga is installed; the six meter high statue is a copper embossed team of four horses of Victory facing the city on their return home
1806	Napoleon takes the quadriga with the horses to Paris as booty
1928	on August 11, the day of the founding of the Weimar Republic is celebrated at the Brandenburg Gate
1933	on March 5, the group of former front-line soldiers called the "Steel Helmets" marches through the Brandenburg Gate
1945	the Brandenburg Gate is in ruins as a result of fighting in Berlin near the end of World War II
1953	on June 17 workers revolt in East Berlin; the angry workers take the Communist flag down from the Brandenburg Gate and then march with the German flag in to the western side of the city
1961	the Brandenburg Gate is tightly sealed; the gate and quadriga are not allowed to be approached by visitors since the area of the "anti-Fascist Protective Wall" was off-limits for defense reasons
1985	the Brandenburg Gate is blocked by the border wall; sightseeing platforms in West Berlin allow visitors to see into the east
1987	the East Berliners can only see the Brandenburg Gate from a distance; U.S. President Ronald Reagan stood in front of the gate and appealed to USSR leader Mikhail Gorbachev in a noted speech to "Tear down the wall."
1989	on October 19, no one believes the wall will one day disappear
1989	on November 9, travel restrictions for the citizens of East Germany are lifted; a wild celebration occurs next to and on top of the Brandenburg Gate; the wall falls
1991	in February, a snow skier glides through the open Brandenburg Gate

Photographs of the Brandenburg Gate

Directions: After studying the events in the time line of events related to the history of the Brandenburg Gate, determine the year in which each photograph was taken.

1806?

1933?

1961?

1

2

3

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Photographs of the Brandenburg Gate

1987?

1989 (November 9)?

1953?

1

2

3

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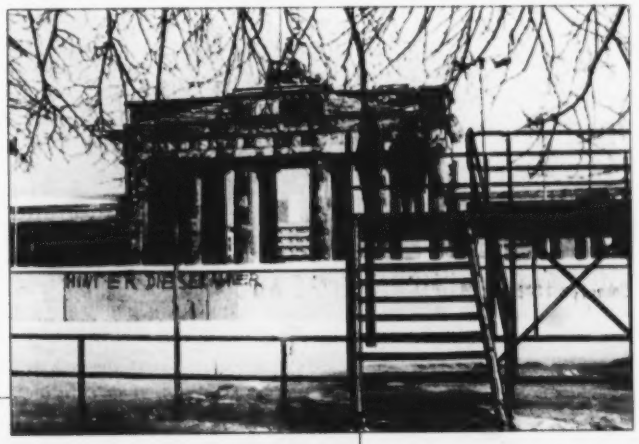
Photographs of the Brandenburg Gate

January 1985?

December 1989?

August 1928?

1



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Photographs of the Brandenburg Gate

October 1989?

February 1991?

May 1945?

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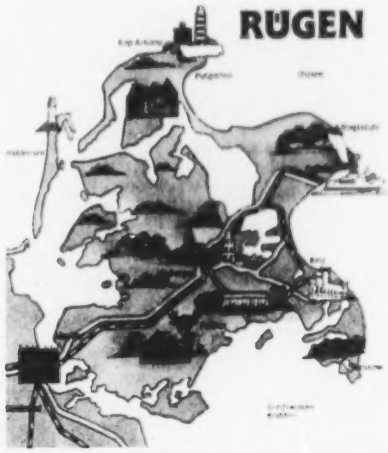
The Island of Rügen

The Island of Rügen is the largest and most beautiful island on the German Baltic Sea coast. It is separated from the continent by the Strelasund (Strela Sound), a body of water a little more than 1/2 mile wide. A look at a map of the island shows a jagged shoreline. Four peninsulas, each with unique characteristics, spin off of the island.



Visitors to Rügen have no difficulty in finding a tranquil beach all to themselves as there are miles of fine white sandy beaches interspersed with cliffs, the highest of which are the majestic chalk cliffs of Stubnitz. These steep chalk cliffs fall 117 meters into the sea and are one of the main tourist attractions on the island. They can also enjoy a wide variety of landscapes: (1) the intersection of rolling hills of morainic formation and the Bodden cutting deep into the land, (2) the greyish blue surface of the water, (3) the steep cliffs of white chalk rising into the sky, and (4) the alternation of forests of beeches and pines with open farmland.

adapted from: "The Island of Rügen," Focus on Germany, April 1991, pp. 7-8.

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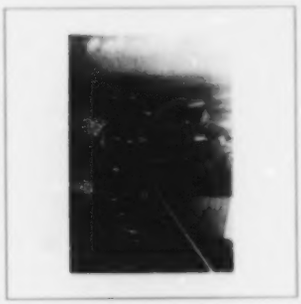
Germany

Rügen
Hamburg
Berlin
GERMANY
Meißen
Dresden
Cologne
Bonn
Rhine River
Frankfurt
Stuttgart
Munich
The Alps
Lake Constance

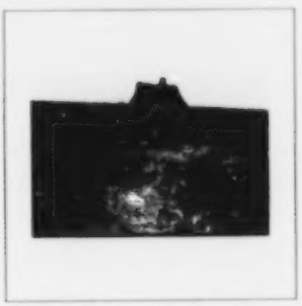
Schleswig-Holstein Page 1

Hamburg, Celle

1 My trip begins in northern Germany, in the state of Schleswig-Holstein. As far as you can see there are meadows and fields. The land is protected by hedges such as these – like the one in the middle of the picture – to provide protection against the constant west wind.

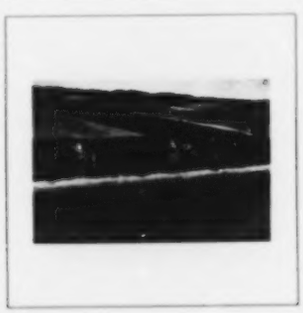


2 The North Sea coast and some of the islands are protected by a sea dike. The land behind the dike is called fenland. The fenland is lower than the sea. There are tides on the North Sea coast. In flood tide the water is about 4 meters higher than at ebb tide.



3 This small farm house stands directly behind the dike. Long ago this was the ocean floor, but when the dike was built the land was reclaimed and slowly made fertile. Many houses in this region still have thatched roofs.

4 A ship in the middle of a meadow? Every tourist takes a picture like this one. This was right on the North Sea. I counted over 20 ships in one hour, from Sweden, Finland, Poland, and Russia. I didn't recognize the flags of some other countries.



56

5 The Baltic Sea coast landscape varies greatly. In many places the land falls steeply to the sea.

Schleswig-Holstein Page 2

Hamburg, Celle

6 Hamburg has been an important harbor since the year 800 A.D. Today the city is Germany's second-largest with 1.6 million inhabitants. The harbor is as large as a medium-sized city. Every year approximately 29,000 ships come and go here. They bring grain, cotton, oil, ore and other goods and take away industrial goods such as machinery and automobiles. A large part of German exports go through Hamburg.

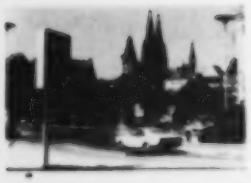
7 In Hamburg there are many shipyards – installations where ships are built and repaired. About 7,000 laborers and office workers are employed in the shipyards.

8 Schleswig-Holstein is an important traffic corridor region where a lot of traffic patterns meet. Here the north-south autobahn crosses over the North Sea-Baltic Sea Canal. The canal, which was opened in 1895, is 100 km long and connects the North Sea with the Baltic. It is one of the most heavily traveled waterways in the world.

9 From Hamburg I drove south about two hours to Celle. The city is very romantic with its half-timbered houses. It is also small, without industry. Little has changed here in many years. The ladies in the picture are employees of a travel agency. I ran into them again and again, the last time in a café.

57

10 In the Lüneberg Heath lies the most important recreation region for the large cities in northern Germany. A large part of the Heath is a nature preserve.

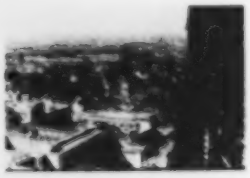


North Rhine-Westphalia Page 1

Cologne, Bonn

1 Next, I drove to Cologne. What did I know about Cologne? The Cologne carnival, the Rhine River, and, of course, the Cologne Cathedral. You can't miss seeing it when you drive through Cologne. It's in the middle of the city, right on the Rhine.

2 The most famous landmark in the city, the Cologne Cathedral, is the largest Gothic building in Germany. It took 600 years to build. It wasn't finished until 1880. Cologne is the seat of an archbishop. Most of the people in this area are Catholic.



3 I climbed up the tower of the cathedral - by foot! There are 509 steps. Needless to say, I was totally exhausted when I got to the top! At the top you get a fantastic view. You don't notice that Cologne is an industrial city. All the factories are on the edge of the city.

4 Cologne is 2,000 years old. The city was founded by the Romans. On this site in earlier times there was a Roman fort, a square approximately 1 kilometer long on each side. Cologne lies in a lowland area, surrounded by moderate highlands. The climate is particularly mild. Spring begins here almost a month before it does in Hamburg or Munich.

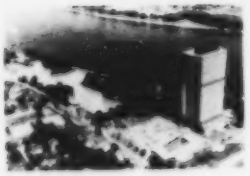
5 Cologne has grown immensely in the last few years. It has almost 1 million inhabitants and is Germany's fourth largest city. In the northern part of the city housing for 100,000 people has been built recently.

North Rhine-Westphalia Page 2

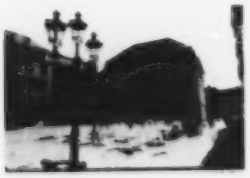
Cologne, Bonn

6 The Carnival is the "fifth season" for the people who live in Cologne. Every year there are hundreds of costume parties and parades in the streets of the old part of town.

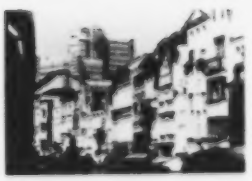
7 The Rhine River is the largest inland waterway in Europe. It flows from the southern border of Germany to the North Sea. Seagoing ships can sail from the North Sea to Cologne. The Rhine River is very beautiful to look at, but I wouldn't go swimming there any more. The water is very polluted and it will be quite a while before the Rhine is clean again. I traveled from Cologne to Bonn on a steamship like this one. The trip lasted two and one-half hours.



8 Bonn lies 30 kilometers south of Cologne. Bonn was the capital of Germany until October 3, 1990. The picture shows the Parliament buildings and on the right side the high-rise apartment building for the people who live in the governmental offices.



9 This is the market place in Bonn with the old town hall (city hall) in the distance. Here Bonn looks like a charming provincial town. A lot of things are going to change in Bonn now that it is no longer the capital city of Germany. The government is still in the process of moving to Berlin.



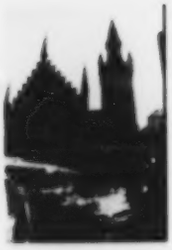
59

10 Up there - that is the new city hall - a big box. I don't think it looks very beautiful. On the other hand, I do like the old houses in the foreground.

Bavaria

Munich

1 Next, on to Munich - a rather dramatic change from Bonn! Here in the center of the city you see few modern buildings. This is the city hall in Saint Mary's Square. In the background is the Frauenkirche (Women's Church), the most prominent landmark in Munich.



2 Here is again the center of Munich, Saint Mary's Square, with the old city hall. With 1.2 million inhabitants, Munich is the third largest city in Germany. Many people think Munich is Germany's most beautiful city. It is often described as the "cozy capital."

3 This is a view of Saint Mary's Square from the top of the city hall tower. A glockenspiel (a clock and carillon with moving figures) plays here every day at 11:00 a.m. Look at those tourists down there - I've never seen as many as there are today.

4 Munich is famous for its beer gardens. People sit outside, drink, eat pretzels and Weißwurst - "white sausage", a regional specialty which contains pig brains. I tried it all and it tasted good. I also thought the gardens were beautiful.

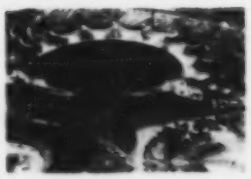
60

5 I didn't think things like this happened anymore! These are things I only recognized from pictures: Lederhosen [the halters with short pants made of leather], Bavarian hats, and oompah music. These items are usually only worn at festivals such as this one near Munich.

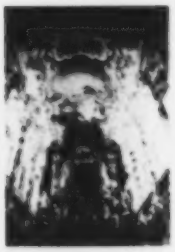
Bavaria

Munich

6 "We're going to the meadow" say the people in Munich when they refer to the Oktoberfest, the largest folk festival in the world. Here people eat, drink, and listen to oompah music.

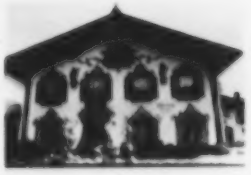


7 Munich is an important sport center in Germany. In 1972, the Olympics took place here. This stadium was built for the Olympics. The transparent tent-like roof is hung on thick steel cables.



8 This church is a particularly fine example of the Bavarian Rococo style. Striking is the close relationship of the architecture and the play of form, light, and color. The picture on the ceiling gives the illusion of a room completely open at the top.

9 Bavaria's landscape is predominantly agricultural. Almost half of the land in the state is used for agriculture. Milk and cheese production play an important economic role. Side by side with agriculture, many companies that specialize in high-tech products have opened businesses in Bavaria.



61

10 This is a farmhouse in Upper Bavaria. I believe the Bavarians are very proud of their houses. I have never seen elsewhere in Germany so many richly painted houses as here. It looks very "southern," like you would see in Austria or Northern Italy.

Saxony

Leipzig, Dresden, Meißen, Schneeberg

1 From Munich, I traveled to Leipzig in the State of Saxony. Now I'm standing in the Nikolai Kirche (Saint Nicholas Church). It is an odd feeling. This is where the great Monday demonstrations seeking the overthrow of the East German government began in the fall of 1989. These demonstrations grew out of prayers for peace which were held in the church.

2 Historic town houses with facades from the 19th century in the Katharinenstraße (Catherine Street) in Leipzig demonstrate the wealth and importance of the old trade city.

3 This really looks terrible! By looking at the brown coal strip mines and the smoking smoke stack I understand the idea of environmental pollution better. Many plants have closed since unification. That's good for the environment, but it causes fear of unemployment among the people. How will this problem be solved?

4 Schneeberg is a mining town in the Erz Mountains. In the "Folklore Center for the Erz Mountains and the Vogtland," the old customs are still carried on. Here you see the "Mountain Parade" in Schneeberg.

62

5 This is the Brühlsche Terrace and the Catholic Court Church in Dresden. Dresden was the capital of the Saxon kings and is today the state capital of Saxony.

Saxony

Leipzig, Dresden, Meißen, Schneeberg

6 You simply must visit the art galleries in Dresden. Paintings by the most famous artists are to be found in the Zwinger, the large art museum. The Zwinger was built at the beginning of the 18th century.

7 I was completely surprised and thrilled by the Sächsische Schweiz (Saxon Switzerland), a mountainous region which resembles that country. Now, you must be able to climb ...!

8 Here the "Alte Wasserkunst" ("old water art"), the Michaelskirche (St. Michael's Church) and the cathedral dominate the skyline of Bautzen.

9 Here is the cradle of Saxony. In 929 A.D. the castle of Meißen was completed. In the evening I drank some wine from Meißen. It's not as famous as the porcelain from Meißen, but it's drinkable!

63

10 What a nice piece of Meißen porcelain! Baron von Münchhausen, a famous braggart soldier about whom many "tall tales" are told. Here he is shown riding a cannonball.

Berlin Page 1

1 Wow! Berlin! The Brandenburg Gate, symbol of German division and now unity! I must admit I didn't take this slide myself, but rather I bought it. I simply had to have it. The feeling of the people as the wall came down must have been simply indescribable. An experience like that can't be repeated. Now there is hardly any trace of the wall. Today the wall is no longer in front of the Brandenburg Gate. Everything is normal – as if the wall had never existed.

2 The magnificent Brandenburg Gate was built about 200 years ago as one of the more modest gates in the old city walls. On top of the gate stands a four-horse chariot with the goddess of victory. From 1961 until 1989 the gate was blocked by the Berlin Wall.

3 Professionals and amateurs had "beautified" the ugly wall by painting on it. The "paintings" were chiseled from the wall in little pieces and sold. Only a small reminder of the wall still stands as a historic remembrance.

4 The tower of the Kaiser Wilhelm Memorial Church is a landmark in Berlin. The church is a reminder of the founding of the Second German Empire by Bismarck and his Kaiser (Emperor) Wilhelm I. Heavily destroyed in the Second World War, the 68m high tower is preserved as a reminder of the destruction of war.

64

5 This shopping street is 100 years old, 3.5 kilometers long, and the most magnificent in Germany. The Kurfürstendam is splendid both day and night.

Berlin

6 The Alexanderplatz; called "Alex" for short by the Berliners, was the center of East Berlin. The 39-story hotel and television tower dominate the square. The world-time clock, a fountain, and a department store draw numerous tourists.

7 One of the architect Schinkel's most beautiful buildings, the theater, today is a concert hall and the heart of this beautiful square. In the north stands the French Cathedral, built for the French Huguenot congregation shortly after 1700. It is today still used as a church and houses the Huguenot Museum.

8 A walk through the Prenzlauer Berg district leads through a large slum-clearance area. Seventy-five percent of the houses were built before 1918 and have been neglected. This is amazing considering the damage done to Berlin during World War II. Still, people make life bearable by organizing clubs and backyard get togethers.

9 The population of Berlin includes about 250,000 foreigners. Whole parts of the city are reminiscent of oriental streets. This is a Turkish store. Such scenes reflect the international flavor of Berlin.

10 At the end of the 19th century, the Reichstag (parliament building) was built. The Emperor was forced, against his will, to have the motto "To the German People" inscribed on the building. In 1918 the Weimar Republic was proclaimed here. In 1933 the Reichstag was burned by arsonists. It is believed that Hitler ordered the building burned and then blamed the communists. In 1945 the building was completely destroyed because Hitler's bunker was nearby. The Reichstag today is being remodeled to serve once again as the home of the German Parliament.

Mecklenburg-Western Pomerania Page 1

Schwerin, Mecklenburg, Rügen

1 Mecklenburg-Western Pomerania lies in north-eastern Germany and borders on Poland. The Baltic coast is very rugged. The shore line is sometimes steep, sometimes flat. There are numerous islands off-shore.

2 Now I am in Schwerin, the oldest German city east of the Elbe River. The most prominent landmark in the city is the castle. It's situated on an island between Lake Schwerin and Castle Lake. While I was walking through the baroque castle park, I had the feeling that I was looking at a fairytale castle only I didn't see any princess!

3 Some friends took me out in their paddle boat. I was particularly impressed by the relaxing solitude to be found in the many lakes and canals. I was able to observe many water birds which were nesting near the shore.

4 You can still get around on horseback here! The love of horses is an old tradition in Mecklenburg. There are many horse fans in the area. You can take riding lessons or ride in carriages. Many names of towns in this region have something to do with horses. For example the village of Stuthof means "Stud Court."

66

5 The wide and flat land is thinly settled. Rape seed, potatoes, and grain are the main crops grown in the light, sandy soil.

Mecklenburg-Western Pomerania Page 2

Schwerin, Mecklenburg, Rügen

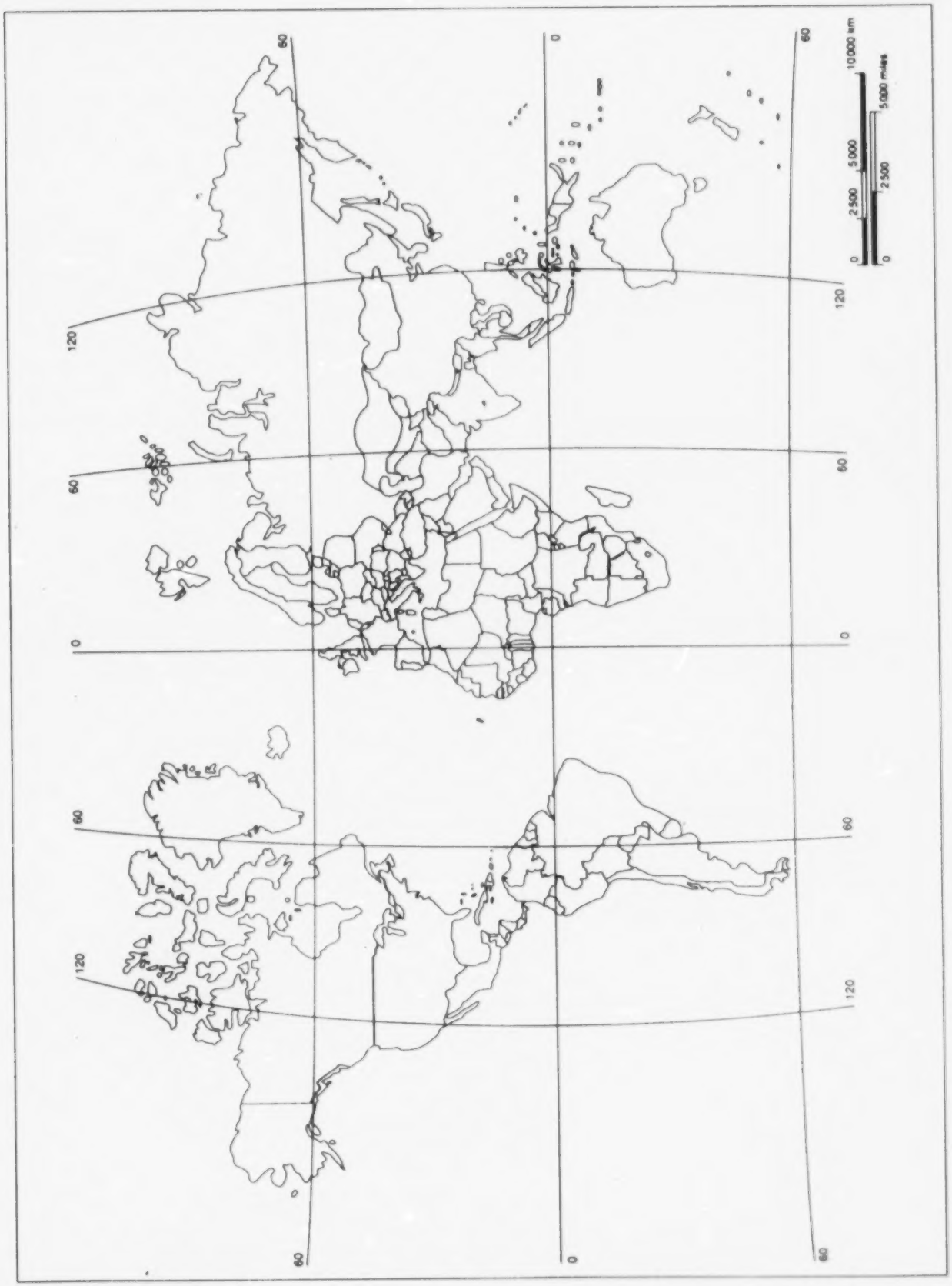
6 Late Gothic brick architecture adorns the historical buildings in north Germany. An example is the Nikolaikirche (Saint Nicholas Church) in Wismar.

7 Before I returned home I visited the island of Rügen. As I stood on the chalk cliff and looked out over the sea, it seemed like I had seen this sight before. Of course I have seen the famous painting in the Leipzig Museum entitled "Chalk Cliff on Rügen." It was now clear to me how intimately the artist knew this landscape.

8 Lighthouses on the coast warn the sailors of danger and mark the harbour entrances. On the island of Hiddensee there has been a lighthouse since 1306.

I hope you enjoyed this tour of Germany!

Germany in the World **Transparency 1.1**

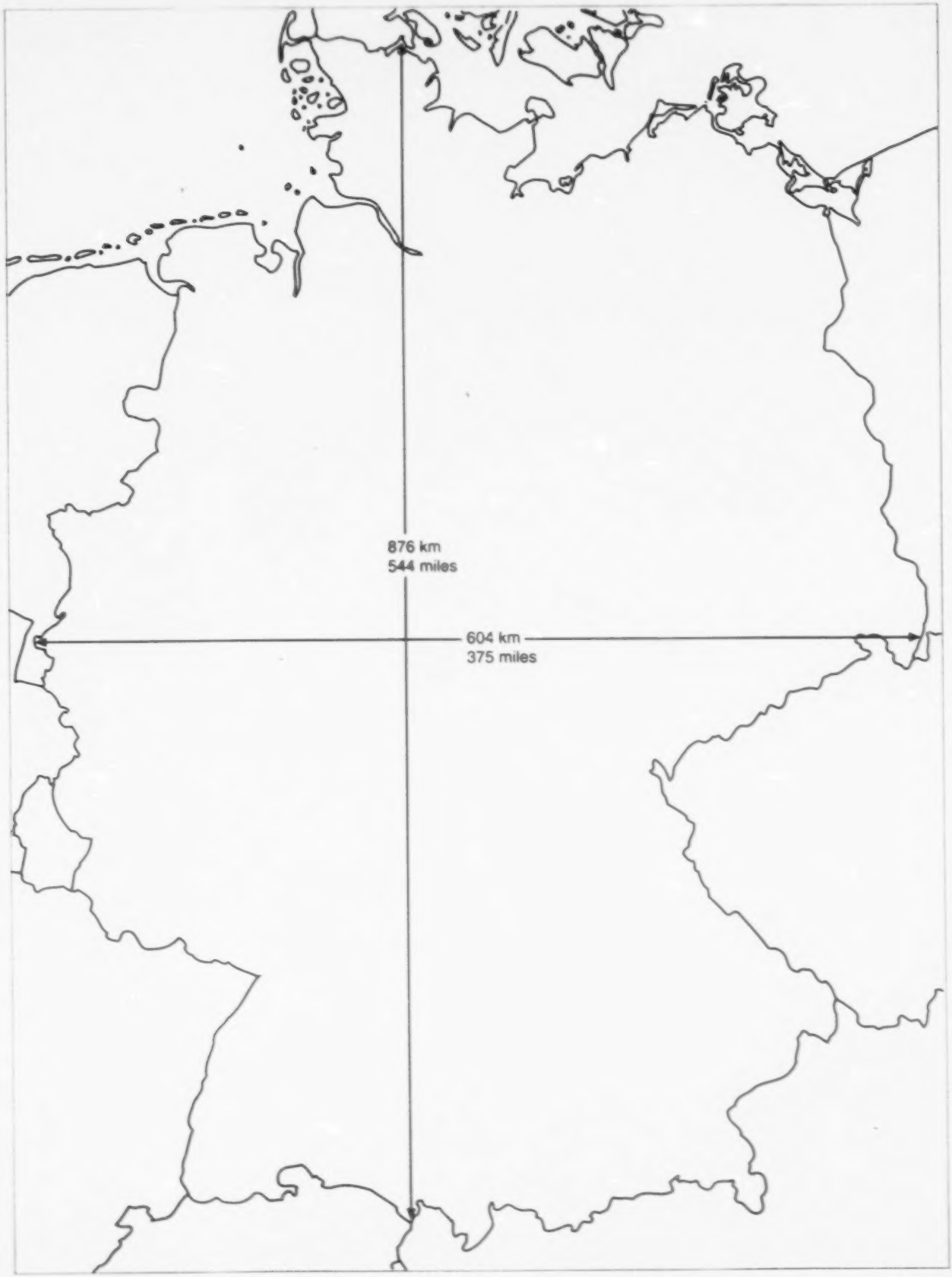


Germany and Its Neighbors

Transparency 1.2

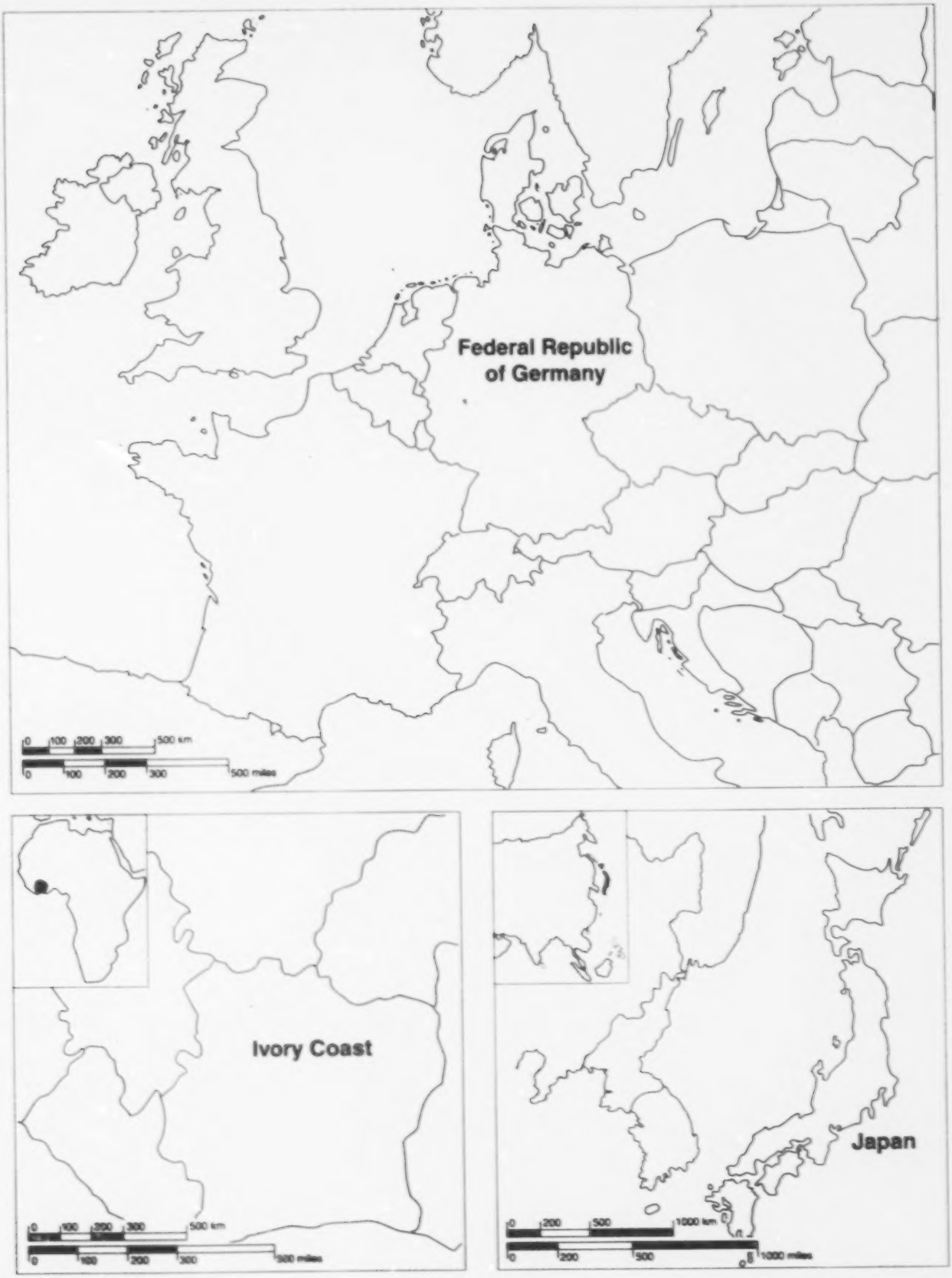
The Size of Germany

Transparency 1.3



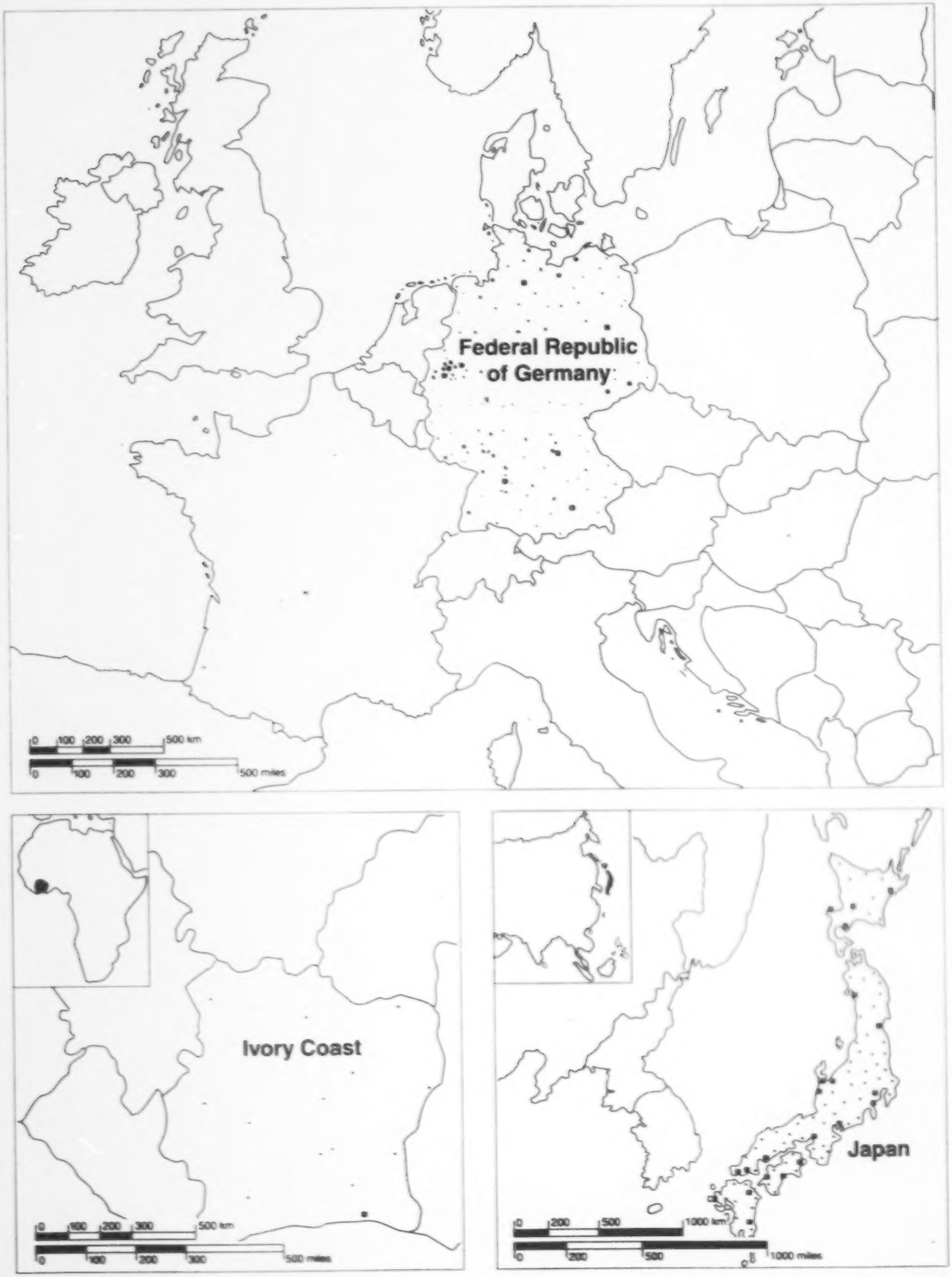
Germany's Surface Area

Transparency 1.4



Germany's Population Density

Transparency 1.5



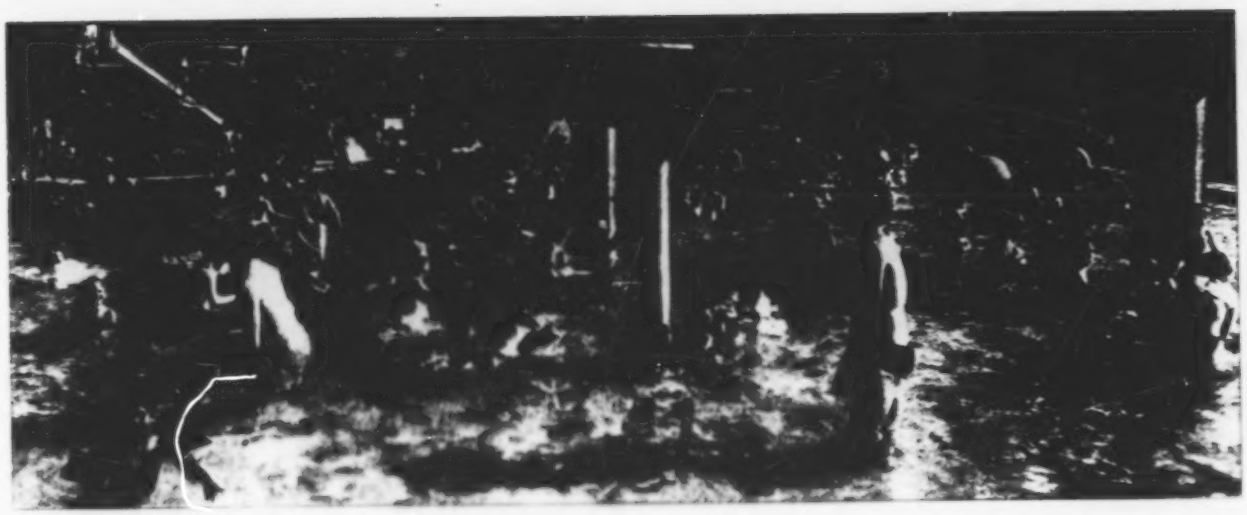
Germany's Large Cities

Transparency 1.6

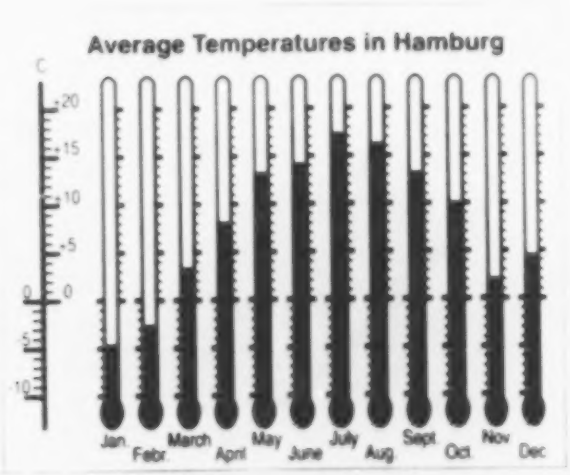
Climate in Germany

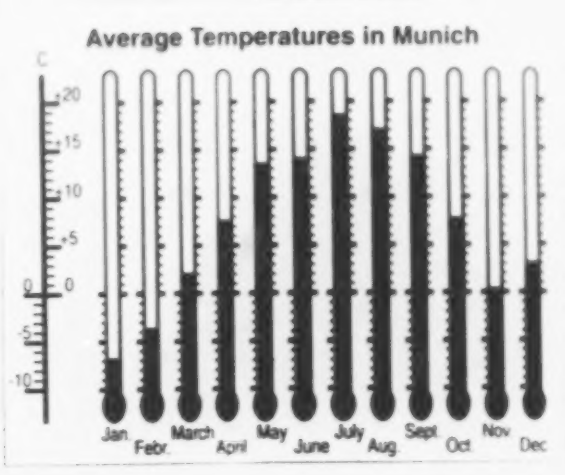
Transparency 1.7

Snow-Covered Houses



Swimming in a Pool





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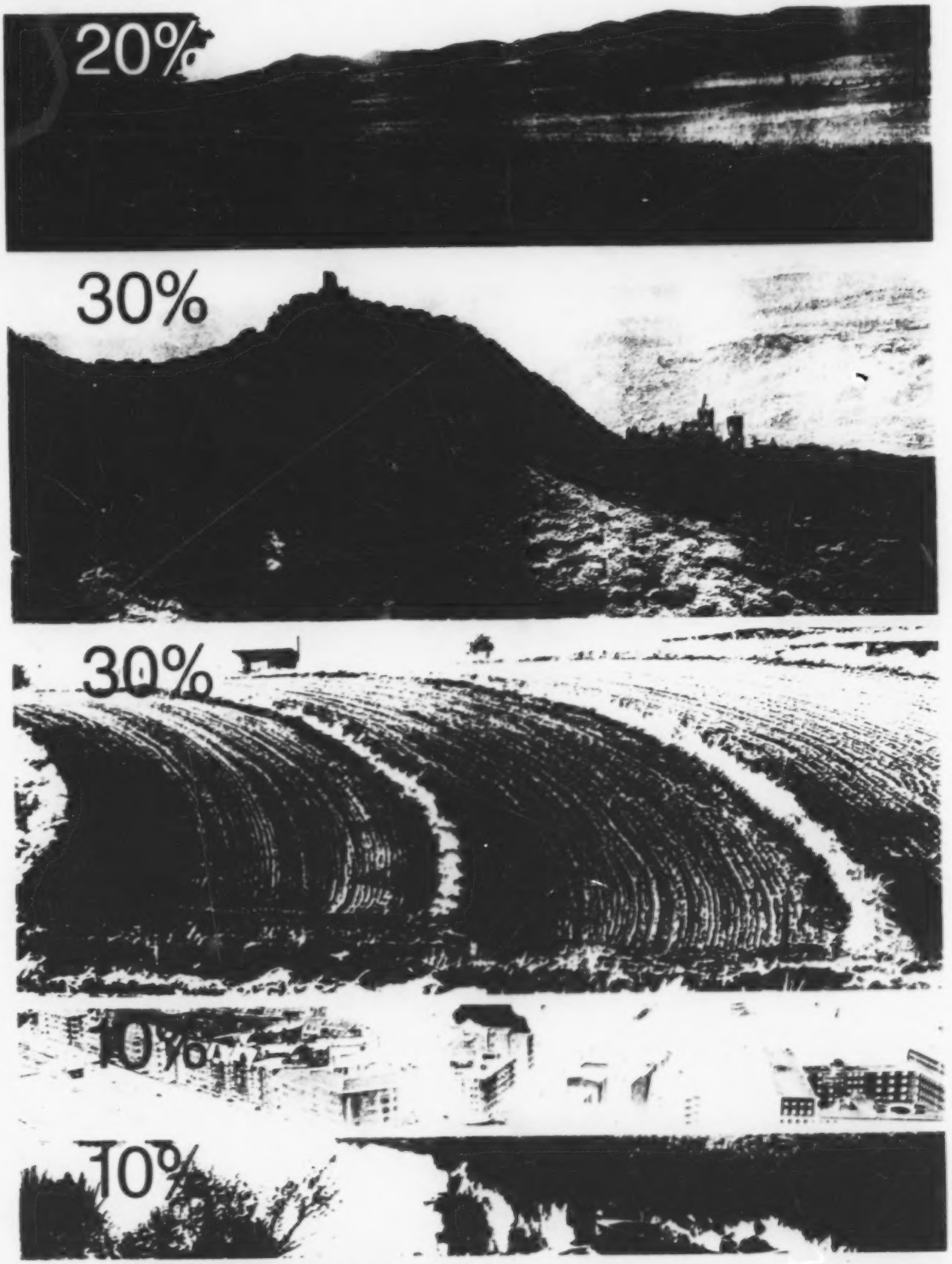
Land Use in Germany

Transparency 1.8



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Photographs of the Brandenburg Gate

Transparency 3.1

1

2

3

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Photographs of the Brandenburg Gate

Transparency 3.2

1987?

1989 (November 9)?

1953?

1

2

3

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Photographs of the Brandenburg Gate

Transparency 3.3

January 1985?

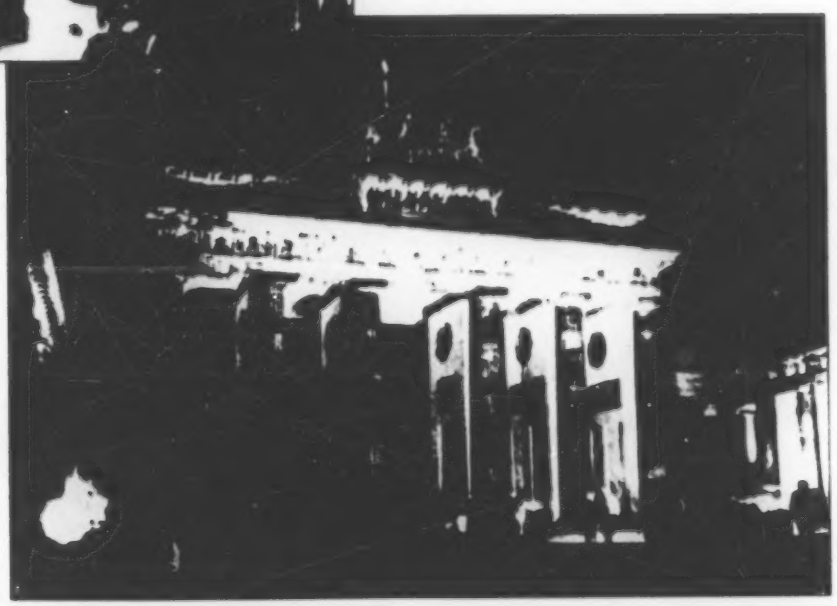
December 1989?

August 1928?

1

2

3



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Photographs of the Brandenburg Gate

Transparency 3.4

October 1989?

February 1991?

May 1945?

1

2

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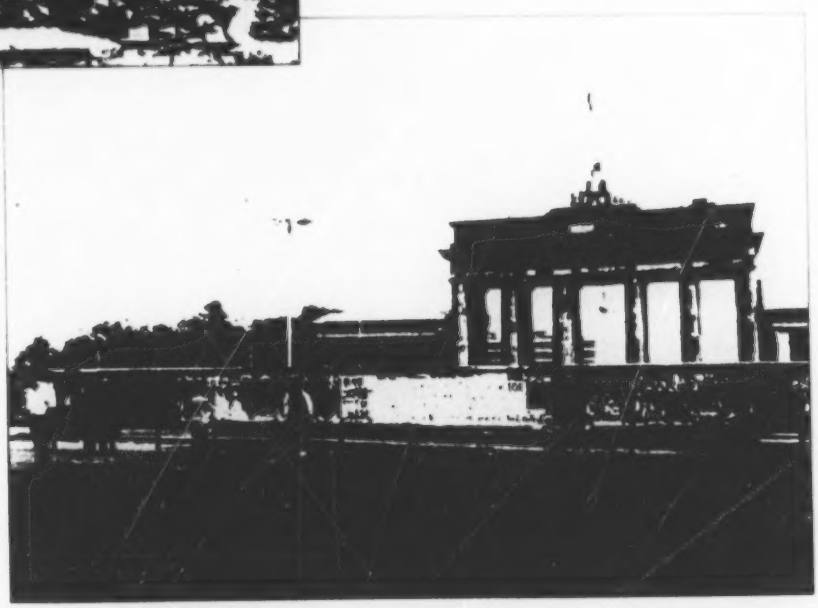

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Germany

Transparency 3.5

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